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ABSTRACT

In response to parent complaints about the curriculum at an urban child care center, a procedure was developed to provide parents and teachers with an understanding of developmentally appropriate practices for young children. A curriculum that was developmentally and culturally relevant to the children at the school was also developed. The entire population served by the center was African American, although many clients had a Caribbean or Bahamian background. The preschool department was licensed to serve 55 children. Parents had complained that the children spent too much time playing, and that academic learning was not taking place. The workshops held as part of the parent and faculty education procedure increased parents' awareness of developmentally appropriate practices and the importance of play, but this increased awareness did not change the expectations of parents regarding academic competence in preschoolers, and their academic expectations remained higher than was appropriate for preschool children. The social studies curriculum that was implemented addressed the cultural awareness of the students in a developmentally appropriate way. Parents and staff members endorsed the program's strategies. The 17 appendixes include sample surveys and discussions of developmentally appropriate behavior and practice. (Contains 16 references.) (SLD)

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THE DEVELOPMENT AND IMPLEMENTATION OF A DEVELOPMENTALLY APPROPRIATE CURRICULUM THAT MEETS THE EXPECTATIONS OF AFRICAN AMERICAN PARENTS

JANET ANDERSON-CLARK

COHORT 69

A Practicum Report Presented to the Master's Program in Early Childhood Administration in Partial Fulfilment of the Requirements for the Degree of Master of Science

NOVA University
1996

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

March 27, 1946
Date

M. Janet Clark
Signature of Student

ABSTRACT

The development and implementation of a developmentally appropriate curriculum that meets the expectations of African American parents. Clark, Janet A., 1996. Practicum Report, Nova Southeastern University, Master's Program for Child Care, Youth Care, and Family Support. Descriptors: African American/Educational Attitudes; Parent Education; Preschool Education; Developmentally Appropriate Practices; Cultural Differences.

The problem identified an increase in parent complaints and concerns regarding the curriculum at an urban child care center. Parents felt the children were playing excessively and academics were not taking place.

The author designed and implemented a procedure intended to provide parents and teachers with an understanding of developmentally appropriate practices for young children. The procedure also designed and implemented a curriculum that was developmentally and culturally relevant for the population of children at Rainbow Preparatory School.

The procedure met the objective put forth. The procedure increased the parents' awareness on developmentally appropriate practices. This increased awareness did not change the expectations of the parents regarding concrete academic competency in preschoolers.

The procedure implemented a social studies' curriculum, approved by the parents and staff, that address the cultural awareness of the students. The implementation process utilized developmentally appropriate practices. Parents and staff members endorsed the strategy. Appendices include sample surveys.

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CHAPTER I

INTRODUCTION AND BACKGROUND

The setting for this practicum is a private, for-profit preschool and grade school. The ages of the children being served ranges from infancy to age ten. The program for the preschool is a full day service, Monday through Friday, 7:00am to 6:00pm. The center is open year round. The center is located in the North Dade area of Miami, Florida. The school leases over five thousand square feet of space located in a church facility.

The population served is one hundred percent African Americans with income levels ranging from lower to middle class. Although the clients are all African Americans, it is important to note that many clients have heritage backgrounds that originated from the Caribbean and Bahamian Islands. This factor is a major impact on the problem being presented in this practicum. The educational level of the parents are reflective of their income level ranging from high school to doctorate graduates. The ratio of female head of household is forty nine percent. Children with both parents in the household makes up fifty one percent of the clientele. The gender breakdown of the students is fifty seven percent female and forty three percent male. The gender breakdown is important because society does not depict the African American male child in a positive manner, however, the African American community places a lot of emphasis on the expectations and the survival of the male child.

The preschool department is licensed to serve fifty five children. The grade school department is licensed to serve up to one hundred school age children. The current enrollment is seventy five students. The preschool staff consist of five Child Development

Associate credential teachers. The grade school staff consist of three bachelor degreed teachers.

Rainbow Preparatory School adheres to NAEYC's (National Association for the Education of Young Children) guideline regarding teacher- child ratios. The following is the school's ratios.

Age Group	Teacher-Child Ratio
Infants-Eighteen Months	**1:4**
18 months-2year old	**1:4**
Two and a half year old	**1:5**
Three year old	**1:8**
Four year old	**1:9**
Five year old	**1:10**

The school functions on the premise of the African proverb. ***It takes a whole village to raise a child,*** therefore, the parents of the school are encouraged to actively participate in the daily program. There is an active parent and teacher organization that meets monthly to discuss school policies and fund raising events.

STUDENT'S ROLE IN SETTING

The writer's responsibilities are extensive. As Director, the writer must maintain and meet with state and local agencies regarding child care regulations. The writer is responsible for the development of all policies of admissions, attendance, tuition and educational goals. The writer handles all matters relative to the administration of the school including planning and implementation of administrative duties.

It is the writer's responsibility to write staff policies and keep them up-dated. The writer is responsible for daily supervision, evaluation and training of staff. The writer recruits and hires new staff members, conduct weekly department meetings and monthly in service training sessions.

As owner of the center, the writer is particularly careful of the fiscal responsibility that includes; planning and maintaining the annual budget, development and implementation of fund raising activities, and purchasing needed equipment and supplies.

The writer actively solicits support of the community agencies through public relations. It is the writer's job to also give back to the community by putting on several activities during the year. The writer host an annual Hook A Kid On Golf program that solicits children from the tri-county area.

It is the writer's responsibility to interview prospective parents and students. The writer sets up bi-annual orientation and open house sessions. The writer prepares and maintains the parents handbook on an annual basis.

CHAPTER II

THE PROBLEM STATEMENT

Recently there has been an increase in parent complaints and concerns regarding what the children are being taught at the center. Parents say that the children play too much. They feel there is not enough focus on reading, writing and arithmetic. They want their children to have homework and they want concrete evidence of the academic activities everyday. In this way they can see that their children are progressing toward academic competence.

Parents are in control because they are fee paying clients. Their major complaint is that they are not paying for a baby-sitting service. In response to the practice that children learn best through play, parents contend that children don't need to be taught how to play, they know that instinctively. Because parents pay an annual supply fee, they demand that workbooks are ordered for the children. Many of the parents are not adverse to dittos or seat work for children as young as three years old.

African American staff and teachers also buy into this dilemma. The National Black Child Development Institute polled educators in their November 1995, conference held in Washington DC. The educators' complaints were similar to parents complaints. African American children should be set down and taught something versus playing all the time is the contention of educators. They wanted the children involved in more academic activities. Many of the teachers stated that if assignments were not done correctly they would tear up the children's work and make them do it over. They were not adverse to scolding them for coloring outside the lines.

Historically, the expectations of African American parents can be traced back to the days of slavery. Being denied the privilege of a formal education, slaves equated education to their ticket to freedom and dignity. Parents today continue to view education as a means to freedom. Perhaps their focus on freedom can be associated with a different form of slavery than their ancestors, but the expectations and belief system are the same. They still feel that education is the key to freedom.

The responsibility of meeting the challenge of African American parents expectations versus the writer's growth in awareness of what is developmentally appropriate is the focus of this practicum.

DOCUMENTATION OF THE PROBLEM

At the center there has been an increase in parent complaints and concerns regarding what the children are being taught. Parents say that the children play too much. They feel there is not enough emphasis being placed on the academics, such as, reading, writing and arithmetic. They want to see concrete evidence of academic skills. They want the children to have homework assignment and seat work. They viewed these factors as evidence of their children progressing toward academic competence.

The expectations of African American parents are based on their culture beliefs. The standards set by NAEYC's (National Association for the Education of Young Children) regarding what is developmentally appropriate practice did not put an end to the issue of what is appropriate for all children. The guidelines sparked a renewed commitment on the part of early childhood educators to relate educational practice to our current knowledge about how young children grow and learn. Yet both the knowledge bases and related recommendations for practice reflect norms and values primarily associated with white middle-class America (New,1994). Therefore, the issue of African American parents expectations for their children is not only relevant, but also it is important that their needs to be addressed by professionals in the field of early childhood education.

Recently at the National Black Child Development national conference held in Washington DC, there was a discussion of what was appropriate practices for the African American child. The leaders of the session felt that developmentally appropriate practice has been a sleeping controversy among African American early childhood educators since

the publication of the National Association for the Education of Young Children Developmentally Appropriate Practice (DAP) document more than a decade ago. The educators stated that children don't need to play, but they need to be set down and taught. These same teachers are guilty of tearing up children's work while scolding them for coloring outside the lines. They want to see children more involved in academic activities.

The importance of education is a primary factor in all of America regardless of race or cultural differences. The field of child development was built upon a predominance of studies conducted on white, middle-class American (New,1994). However, in the African American community, the lack of representation in the research literature of studies on culturally diverse populations is particularly alarming given the fact that the American early childhood classrooms increasingly mirrors the diverse demographics of our complex society (New,1994). This lack of representation does not diminish the importance of education to the African American parent. Dr. James P. Comer states, "That thanks to the sheer determination, black parents have sent their youngster through school, college, and on to great achievement despite the fact that schools have deliberately educated black children to assume menial roles in society. Much of the credit is due, as well, to black children themselves, who through their inner strength refused to accept forever being "boys" and "girls" (Comer & Poussaint 1992). This inner strength and determination is a reflection of the culture belief and expectation of the African American parents that acknowledges the fact that they live in a society that has based developmentally appropriate practices on a group of children that are culturally and historically different.

The educational attitude of the African American parent may appear to be inappropriate to mainstream American. It is this writer's opinion that it is important to examine the origin of their belief system. The African American parents' deeply rooted belief in education and methods of teaching can be traced back to the days of slavery. In

the slave community there developed a fundamental belief in learning and self improvement and a shared belief in universal education as a necessary basis for freedom and citizenship. The slaves were convinced that education was fundamentally linked to freedom and dignity (Anderson, 1988). Today's African American child is uncultured in a context whose historical values and traditions are a special admixture of a continued African world operating in a cultural milieu primarily defined by the philosophical assumptions and underpinnings of the Anglo-American community (Noble, 1985). The families at the center exemplify this admixture of the African Diaspora. The clients have heritage backgrounds that originate not only from America, but from the Caribbean Islands. Melville Herskovitzs explains that extensive studies of African and African Americans reflect that the belief of this group everywhere had retained the primary belief system of their ancestors regarding education, socioeconomic class and religious affiliations. He argued that the enculturative process is carried on in the house hold and transmits to the child what members of the household have learned in their earliest years, as modified by their late experiences (New,1994). Through this transmission, it is this writer's contention, that the high expectations of African American parents associated with education continue to be perpetuated.

As we near the new millennium, it is imperative to note that not much has changed the attitude of black Americans regarding education. These parents still equate education with freedom. The racial disparities are still appalling in America, therefore, African American parents are still struggling with the issue of equality. African American children make up sixteen percent of the national population, they account for more than thirty-eight percent of welfare recipients (Necessary,1995). One in two black children is poor, compared to the poverty rate for the white child, which indicated that one in five live at the poverty level (McAdoo& McAdoo, 1985). The disparity relating to the structure of the family is important. It should be noted that approximately sixty percent of all African

American children under the age of three reside in single family households. In comparison, eighty five percent of white children under the age of three live with both parents. This disparity makes a sufficient impact on the early childhood experience of the African American child. Due to the increase in teenage mothers and the lack of prenatal core and education, the African American child must contend with a disproportionate mortality rate. The black baby is almost twice as likely as a white baby to die during the first year of life (McAdoo & McAdoo, 1985). With all of these disparities the African American parent is faced with a new form of slavery, mental slavery. These parents feel at the shackles have been placed on the minds of their children. Therefore, like their forefathers, it is their belief that a solid educational environment will lead to the freedom and dignity of their children.

ANALYSIS OF PROBLEM

According to Hyson and DeCsipkes (1994) very little study has been made of the educational and developmental belief systems of parents from ethnic minorities and socioeconomic disadvantaged groups. However, their research on the subject indicated that regardless of their own educational level, minority parents favored adult-directed, formally academic strategies for promoting children's learning and development. Despite the disadvantages associated with the African American male child, behavioral expectations are especially high for this group. It is the writer opinion that these expectations for male children are relevant to the survival of the race.

In order to document the problem of high expectations of African American parents versus developmentally appropriate practices, this writer used a modified educational attitude survey designed by Hyson and DeCsipkes. This scale is a self-report measure used in previous research with parents and teachers. The measure was designed to highlight contrasts between "high pressure" and "low pressure" beliefs about early development, learning and child behavior (Hyson and DeCsipkes, 1994). These searchers indicated that previous surveys done with a somewhat different version of the measure found associations between middle class white parents' endorsement of beliefs favoring adult-directed, formally academic approaches to early development and their use of more directive, controlling, and critical teaching strategies during parent-child interactions (Hyson and DeCsipkes,1994). The writer feels that it is important to note that although these results may indicate a similarity between black and white parents expectations, the white parents expectations are based on a need for having their children prepared for the world of competition, whereas, the black parent's expectations are based solely on survival for their children.

It has been this writer's experience with parents to equate attitudes of parents who want their children to perform on cue as ***trophy children.*** It is difficult at this point to convince parents that there is a developmentally appropriate approach in the field of early childhood development. Once there is the slightest indication of academic readiness African American parents start to pressure their children and the teachers of their children to perform. It is important for them to see if their child has advanced to the next class as quickly as possible. This is an indication of academic advancement and will lead to educational success. Although the parents intentions are for the good of their children, their attitudes have led to problems of stress on the child, director and teachers. It is the writer's belief that the continued pressure of the parents without educating them will lead to complete burnout for everyone involved.

The writer feels that the specific factor that has led to the problem of parents' inappropriate expectations is the lack of parent knowledge on what is developmentally appropriate. The teachers inappropriate expectations is due to the failure to define developmentally appropriate practices from a culturally relevant perspective. It is the writer' s contention that until these areas are addressed, the bridge between what is appropriate according to NAEYC's developmentally appropriate practices and the expectations of the African American parent will continue to be a controversial subject in the early childhood education field.

CHAPTER III

GOALS AND OBJECTIVES

Goal:

To share with parents and staff information for the NAEYC(National Association for the Education of Young Children) developmentally appropriate practice and to synthesize parental and staff desires for African American children with developmental appropriate practices.

To understand the desires of African American parents for their children and to also understand the part that history plays in this desire for excellence and advancement in African American parents.

Objective:

I. Parents will attend workshop series designed by the Director addressing the developmentally appropriate practice classroom for African American children. The objective is to have fifty percent of the parents in attendance at least two workshop sessions.

II. Staff members will attend in service workshop designed by the Director addressing the developmentally appropriate practice classroom for African American children. One hundred percent of the staff members will attend all sessions.

III. Parents, staff and administration will determine a developmentally appropriate curriculum for the African American at Rainbow Preparatory School to be presented to parents and staff during in service workshop and to include as part of this practicum.

IV Parents and staff will complete a post test demonstrating fa
understanding of developmentally appropriate practices for earl
Eighty percent of the parents will complete this instrument

relationship to pre-test ?

V Staff will begin to implement the developmentally appropri
parents, staff and administration

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CHAPTER IV

SOLUTION STRATEGY

Existing Programs, Models or Approaches:

In examining existing programs, the writer looked at institutions that utilize an Afrocentric curriculum. These schools are predominantly African American and provide more than the academics. It is important to note that these curriculums provide a developmentally appropriate, culturally relevant and sensitive curriculum for the African American child. These institutions are meeting the demands and expectations of the African American parents by educating their children with the respect of culture as the central focus point.

The oldest African American school still in existence is the Baltimore St. Frances Academy, founded in 1828 by four women from Haiti who later became nuns. Each day and each class begins with a prayer. Prayer is a discipline that is very important in the African American community. The school incorporates the Nguzo Saba which are the seven mortal principles of the African American celebration called Kwanzaa (Essence, 1995). Programs that meet the expectations of African American parents are deeply rooted in historical backgrounds. It has already been noted that African American children and parents must exist in an educational system that has been historically based on the Eurocultural society and in this system their history has been explained from the European definition. Students at St. Frances Academy take courses in African American literature and history. They have developed courses relative to an important African tradition of the rites of passages and these rituals are led by former St. France graduates (Essence, 1995).

In the quest by African American parents to provide a culturally correct education for their children the demand for independent black institutions are on the rise. The Visions For Children located in Ohio is another model school that is trying to provide a developmentally appropriate curriculum and environment for the African American child. The Visions project is located in a storefront facility in the suburb of Cleveland, Ohio. The clientele is ninety five percent African American. One of the distinctive features of the center is it's emphasis on teaching young children cognitive skills while strengthening their self-esteem and their identification as African American (Hale,1994).

The Visions Center was founded by Dr. Janice Hale. She emphasizes the teaching method that stresses the use of African American culture and integrates it in all of the diverse aspects of the curriculum. The children at the center learn about Africa and the rich cultural heritage of their ancestors. The children engage in African arts and crafts. The Visions curriculum incorporates the African folktales and stories to help develop the listening skills of preschoolers. The African American curriculum focuses on the history of heroes past and present (Hale,1994). The Visions Center is perhaps the most recent example of a program that has researched the importance of the culture of the African American child and how to incorporate developmentally appropriate practices as defined by the National Association for the Education of Young Children. Dr. Hale has designed a curriculum at the center that combines flexibility and structure throughout the childrens' day. The curriculum emphasized giving the children an opportunity to select from a variety of activities periodically in the day. You will find the children engage in free play at one point and teacher lead gross motor activities. The children rotate among the teachers and participate in small group activities in each curriculum area (Hale,1994).

Most African American educators are in support of the development of institutions and curriculums that focus on the special learning styles and culture differences of black

children. Dr. Gail Foster, founder and president of Toussaint Institute Fund, suggests that children attending an African American institution are in a more nurturing and positive environment. In this environment the teachers, students, administration and parents share the same values and therefore create a supportive network for the children (Essence, 1995). The writer feels that it is important for African American parensts and educators to define specific needs and goals for their children. The African American community needs to take charge of what, where and how black children are being taught. This will be one step towards ensuring the educational successes desired by parents as noted in their high expectations.

On October 16, 1995, this country witnessed history in the making with the "Million Man March" in Washington DC. One of the issues that was presented by many of the guest speakers was the call for African American educators and parents to reexamine what is appropriate and non-appropriate for the black male child. The African American male is the key to the survival of the race, therefore institutions must address the methods and approaches that are relevant to the learning styles of the black male child. Dr. Julia and Nathan Hare suggest the development of all black male schools be established to resolve the problem of the disproportionate number of black male children failing the current school system (Hare,1991). It is important to note that the public school system was structured on research studies involving the behavior and learning styles of the average white female child. The failure of the African American child starts early in preschool. The field of early childhood development was built upon a predominance of studies conducted on white, middle-class American children (New,1994). There is an attempt being advocated in certain areas of the country to establish all black immersion schools. This concept is to take black males and place them in all black male institutions and immerse them in their history, culture, values and socialization deemed appropriate to the black child (Hare,1991). Needless to say this concept is being met with much

black child (Hare,1991). Needless to say this concept is being met with much controversy by many professionals who refuses to acknowledge the differences between black and white children except for the color of their skin. As solution strategies are being created Mychal Wynn feels that situational appropriateness should be on the forefront of every new idea. By understanding the cultural characteristic of our young men and their communities, teachers and parents can better understand that the appropriateness of European American culture as it relates to survival within the larger society should not displace the appropriateness of African American culture as it relates to survival with in the African American community (Wynn,1992).

Another project that's giving hope to African American parents' high expectations is the Talent Center in Chicago, Illinois. The center is designed to identify and develop childrens' innate talents in nine different areas. Analytical thinking, memory, oral and written communication, visual, mechanical, listening, eye-hand coordination, and concentration. The Talent Center is designed to expand the definition of talent beyond sports and music and to encourage African American children in math, science, and language arts (Kunjufu,1989). This is an example of an organization that is trying to dispel the myth that black children can't become engineers and doctors.

The concept of Black schools is nothing new. The independent Black School movement, spearheaded by the Council of Independent Black Institutions(CIBI) consists of over forty schools. CIBI was founded in the early 1970's and is designed to fully educate African American children (Kunjufu,1989). Independent schools such as The New Concept School in Chicago, Illinois provides an afrocentric education for its students. The school was established during the CIBI movement in 1972. The school currently serves 170 students. In addition to English, the students also learn French, Spanish and Swahili (Essence,1995). The teachers utilizes the mathematics teaching

methods of the ancient Egyptian and Yorba people, as well as the Arabic system used today. The goal is for the students to learn that there is more than one way to organize and represent quantities and to perform operations (Essence,1995).

The best known example of a working solution strategy is Marva Collins's Westside Preparatory School in Chicago, Illinois. It is Marva Collins' s contention that children are not the culprits of miseducation but the victims. She believed that children want to learn and can learn provided they have the right environment, the right motivation and the right material. Equip with these assets children will demonstrate their natural ability to excel (Collins and Tamarkin,1990). The Westside Preparatory School has an enrollment of 244 students and remains at full capacity year round. The school's academic program consists of simply the three R's in the context of a total program that teaches each child that he or she is unique, special, and much too bright ever to be less than he or she can be (Collins and Tamarkin,1990). The expectations of the parents and teachers at the school are extremely high. Their curriculum would not be considered developmentally appropriate according to NAEYC's statement. The three and four old students are reading the Greek classics and are exposed to phonics. Despite what others in the field of education considers as developmentally appropriate for young children, at Westside Preparatory School, they have proven that children can learn anything as long as it being taught with true love and respect for the children as individuals.

SOLUTION STRATEGY

The writer proposes to provide four parent and staff training workshops relative to what is developmentally appropriate practices for African American children and how parents' expectations impact these practices. The focus of the training sessions will be on the NAEYC's statement regarding appropriate curriculum for young children versus the expectations of the parents at the center. The sessions will attempt to develop a proposed curriculum that will incorporate practices from the NAEYC's statement yet address the culturally relevant ideas of the parents. It is the writer's goal to educate parents and staff in the areas of cognitive skills, social skills, the learning environment and the role of play in the education of young children. By establishing a more updated knowledge base for the parents and staff, the writer feels it will be possible to establish an educational arena that will be appropriate for most African American children.

The proposed solution strategy will focus on the following DAP statement regarding curriculum. It will also focus on the statement of expectations by the center's parents.

Curriculum Statement: A developmentally appropriate curriculum for young children is planned to be appropriate for the age span of the children with in the group and is implemented with attention to the different needs, interest and developmental levels of those individual children (NAEYC,1988).

A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through as integrated approach.

B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interests and developmental progress.

C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.

D. Learning activities and materials should be concrete, real, and relevant to the lives of young children.

E. Programs provide for a wider range of developmental interests and abilities rather than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.

F. Teachers provide a variety of activities and materials: teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

(Taken from NAEYC's Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, (1988).

Parent's Expectations: The parents' statement on curriculum address the desire to have a curriculum based on academic preparation for their children. The parent's want to see concrete evidence of academic progress. They want their children reading at the earliest age possible to ensure their children a head start in a society that has been deeply rooted in racism and separate and unequal practices.

The writer proposes to address the NAEYC's developmentally appropriate practices and the expectations of center's parents and staff by presenting a series of workshops discussing the following topics.

Cognitive Development

Social Development

The Role of Play

Learning Environment

Parents and staff will be encouraged to participate in a pretest and post test regarding their knowledge of what is developmentally appropriate for young children. At the completion of the workshop series, the parents, staff and administration will develop a curriculum that's culturally and developmentally appropriate for the children at the center.

CHAPTER V

STRATEGY EMPLOYED AND ACTION TAKEN

The strategy employed in this practicum was the use of a series of workshops designed for the parents and staff of Rainbow Preparatory School. The workshops were designed to meet the objective of placing developmental theory in practical context for the parents and teachers. The workshops were divided into four sessions for parents and four sessions for teachers. It was the writer's rational that if parents and teachers understood how children develop and learn, they will understand the reason for a child centered curriculum methodology.

Each workshop explored the problem statement of this practicum. Parents and staff of African American preschool children are concerned about their children's academic development. They wanted to be assured that their children are provided the tools and experiences to compete with white children. The parents and staff expressed the fact that to send their children to a preschool for play was not culturally acceptable. They wanted to be assured their children would have the basic tools for learning under their belts, consequently, a child-centered, and child directed curriculum was not acceptable.

The parents stated that they approved and wanted the teachers to be in charge. They wanted to know that their children were on task, learning to read, learning to write, and learning to compute. The idea that their children would seek their own activities were not acceptable to them. They specified that it was also important that their children understand and responded appropriately to adult authority.

The workshops for both parents and staff lasted about one and a half to two hours per sessions. Each session topic was outlined according to the following discussion points.

How does this topic relate to the child rearing patterns of African American parents current and in historical context.

How is this topic defined as developmentally appropriate practice, as authored by NAEYC.

What is considered developmentally appropriate for African American parents at the Rainbow Preparatory School.

How are these topics defined by developmental theories in the field of early childhood education.

Are these theories universal? Are parents willing to accept this pattern for their children. Time was allowed for the parents to think about these theories and discuss if they agreed or disagreed.

The discussion process allowed room for a open dialogue forum.

The workshop series for the staff consisted of four sessions approximately one to two hours. The workshops were scheduled on-site during the work week. Substitutes were employed to assure one hundred percent attendance for the staff. Each staff workshop consisted of a pre-training assessment of each topic. The pre-training assessment was a list of key skills that the teachers should possess in each topic area. The teachers were allowed to read each one of the skills and indicate whether or not they did these things regularly, sometimes, or not enough. At the end of each workshop session

the staff participated in a post-test to assess their knowledge and competency in each topic area

ACTION TAKEN AND RESULTS

WEEK ONE:

During this week both the staff and teachers participated in the pre-test of their educational attitude (Appendix A) The survey was sent home with all of the students at the center explaining the purpose of the survey and introducing the upcoming workshop series and it's goal The parents were asked to indicate their belief regarding the educational statements listed The parents were also asked to complete a check list of involvement to determine what percentage of parents are actively involved in the preschool experience of their children (Appendix B)

With fifty-five percent of the parents responding to the pre-test survey, the results indicated parents at the center prefer teacher-directed activities They felt that activities should be academically originated The pre-test reflected that social skills are essential for success It should be noted that a majority of the parents agreed that play has a place in the learning process of the preschooler Parents felt that play was important in the development of social skills, however, the acquisition of academic skills was of the utmost importance and play was not an avenue of acquiring these necessary skills The parents indicated that their children must have the earliest exposure possible in academic areas, so they are not adverse to placing pressure on their children, regardless of age, to perform

The survey showed that over sixty percent of the parents strongly agreed that early acquisition of academic skills such as letter recognition and words are important reading

readiness activities. More than ninety percent of the parents disagreed that children learn best if they do workbook lessons.

Week Two:

The first parents workshop was scheduled during the monthly parent-teacher organization meeting night. The workshop topic was ***The Cognitive Skills of Preschoolers.*** There were forty parents and teachers in attendance. The attendance represented ninety percent of the preschool population.

The writer introduced the NAEYC's definition of developmentally appropriate practices and discussed the comparison of two teaching models (Appendix D). During the discussion period most parents stated that they were more familiar with the practices that were listed in the area of developmentally inappropriate.

The parents discussed their points of view regarding the method in which they believed chidren should be reared. There was an open dialogue regarding their child rearing patterns and how they had been reared. The parents went on to share their points of view on their expectations from the staff of Rainbow Preparatory School.

The writer introduced the theory of Piaget. The writer explained Piaget concept of cognitive development (Appendix E). The open dialogue was fostered to determine if the theory could be considered universal. The parents expressed how they felt this theory was applicable to their children or if they felt it was culturally inappropriate for them. Most of the parents expressed the theory as too textbook. The consensus was that

was applicable to their children or if they felt it was culturally inappropriate for them. Most of the parents expressed the theory as too textbook. The consensus was that African American parents could care less about the theory. They were more concerned with their children advancing cognitively as early as possible and by any means necessary.

Week Three:

The first of the staff workshop series was held during the lunch period at the center. All of the preschool staff were in attendance. The topic of the workshop was ***The Cognitive Skills of Preschoolers.*** The staff were give a knowledge assessment test (Appendix E) on appropriate teacher response to promote appropriate cognitive development. Afterwards, the writer proceeded to conduct the same workshop used with the parents on the topic. There was an open dialogue regarding teachers expectations in the area of cognitive skills and what they felt was appropriate from an African American teacher's perspective. The results were basically the same as the parents, however, as professionals in the field, the teachers understood the importance of research by theorists, such as, Piaget. At the end of the session, the teachers were given a post test (Appendix F) to assess their competency in the area after the workshop.

Week Four:

The parent workshop on social skills was held on a Tuesday evening at 7:00p.m. Notices were sent out in advance and the telephone tree process was utilized. The attendance was very low due to poor weather and a non-scheduled meeting at the center. The attendance presented less than twenty percent of the parents.

G) The topic of discussion was Erikson's first two stages of development. During the open dialogue session, parents discussed experiences of their children during these stages. The parents found the stages often frustrating and taxing of their patience. However, once the parents realized the developmental process during these periods, many were relieved to know the proper manner to address the behavior. The group discussed the preschool social behaviors and the developmentally appropriate practice to address the behavior (Appendix H).

The writer introduced the social recommendations for parents of African American children as suggested by Dr. Amos Wilson (Appendix I). The majority of the parents agreed with all of the suggestions. Many stated that the recommendations were similar to their own up bringing and felt that the recommendations were basically the same guidelines of social development used by their parents.

Week Five:

The original date for the staff second workshop was postponed because one staff member was absent. The workshop was scheduled for the following day to assure one hundred percent attendance. The staff took the pretest (Appendix J) on their knowledge assessment in the area of social development. The staff reviewed Erikson's theory of social development. The writer proceeded to monitor an open discussion on the belief of the African American teachers on social development versus the theory presented. The discussion suggested that African American teachers, as well as parents, tend to trust more in their cultural context on this subject than that of theorist such as Erikson. The remainder of the week the staff participated in the competency assessment on social development (Appendix K).

Week Six:

The third parent workshop was scheduled during the monthly parent-teacher organization meeting time. Flyers were posted. A notice in the monthly newsletter was issued and the telephone tree process was utilized. The attendance, however, was very low. The lack of parent participation could be due to the holiday season or the unseasonable cold weather for the area.

The topic of the workshop was ***The Role of Play.*** The writer instructed the parents through a series of circle time activities used with the children. One of the activities used during morning circle time was "Shake Hands With A Friend and Say Hello". The parents' behavior was very similar to those of young children. They tended to shake hands shyly with the next person. A few were somewhat boisterous characters that caused the group to laugh and relax. The purpose of the exercise was explained to the parents. The activity when used in morning circle time helped the children become familiar with their peers and the rules of the classroom.

The writer introduced and discussed NAEYC's position statement regarding curriculum and how to facilitate learning through the idea of play (Appendix M). During the discussion the writer referred back to the handout used in the first workshop regarding the appropriate and inappropriate practices for young children (Appendix A).

The third phase of the workshop focus on the CIBI Social Studies Curriculum Guide (Appendix N). The writer reviewed the objectives of the curriculum for each age group. Afterwards, the open dialogue period took place.

All of the parents indicated that they were in favor of the curriculum outlined by the CIBI Social Studies Curriculum Guide. When questioned about the implementation of

All of the parents indicated that they were in favor of the curriculum outlined by the CIBI Social Studies Curriculum Guide. When questioned about the implementation of the curriculum, most of the parents felt that the teacher-directed method would be best in facilitating the learning process and achieve the objectives of the curriculum. There was a suggestion that the objectives should be presented by the teachers through games, music, art, etc. All of the parents agreed that the implementation method should be relaxed and fun.

During the discussion of NAEYC's curriculum guidelines, the group indicated that they were not adverse to the ideas presented in the statement. However, the group continued to believe that concrete learning is achieve through the method of teacher directed activities. The importance of academic success was again voiced during the discussion.

Week Seven:

The staff workshop on the ***Role Of Play*** was held this week. The attendance was one hundred percent. The staff and writer discussed NAEYC's position statement regarding curriculum. The staff discussed activities of learning using the hands on approach. All agreed that learning should be fun and that it can occur through play.

A pretest was given on how teachers might promote children's creativity through the element of play (Appendix O). Once completed, the staff discussed each item and gave examples of their encounters with young children.

The CIBI Social Studies Curriculum was then discussed by the group. The staff was familiar with the curriculum because some of the objectives had already been

does facilitate the learning process, however the materials must be presented in a fun and relax manner. The remainder of the week the staff participated in the competency assessment of the development of creativity among young children (Appendix P).

Week Eight:

The workshop on the ***Learning Environment*** was held with the parents. Parents were asked to please bring their children with them to the workshop. Approximately fifty percent of the parents were in attendance.

The writer explained NAEYC's position on the appropriate environment for young children (Appendix P). Afterwards, parents were directed into specific learning center areas. A teacher was present in each area to help facilitate the learning process. Parents were given a handout explaining each learning center and its purpose (Appendix Q). Parents and the children spent approximately five minutes in each area. The teacher helped to guide the interaction between parent and child. Pre-planned activities were set up in each center area.

The group reassembled for the open dialogue session. Parents were very excited about their experience in the center areas. The favorite center area was, of course, the dramatic play area. One parent indicated that although the centers were fun, she did not feel comfortable in that process of learning. In the parent's opinion, the method was not conducive to learning for African American children. Many of the other parents agreed that they still felt teacher directed activities better facilitated academic skills needed by children.

Week Nine:

The staff workshop on the **Learning Environment** was held this week. All of the staff was in attendance.

The pretest on the learning environment was given (Appendix R). Afterwards, an open discussion was held on the center's environment. The group went to each area and did an assessment.

The remainder of week the staff participated in the competency assessment on the learning environment (Appendix S).

Week Ten:

The post test on the staff and parents educational attitude was given. The results (Appendix T) indicated that a few attitudes had changed, the majority surveyed, still felt that the early acquisition of academic skills was important to concrete learning. The best method of instruction was the teacher directed process.

CHAPTER VI

CONCLUSION

The purpose of the practicum was to share with the parents and staff of Rainbow Preparatory School developmentally appropriate practices for young children as presented by NAEYC (National Association of the Education of Young Children). The secondary purpose synthesized the parental and staff desires for African American children with the developmentally appropriate practices. In order to address the expectations of the parents and staff, it was important to understand the part that history played on the desires for excellence and advancement in African American parents.

In analyzing the results of the practicum, the post test indicates that the parents and staff were able to get a clearer understanding into the stages of development in children. However, their academic expectations remained higher than appropriate for preschool children. The parents continued to equate early acquisition of academic skills with long term educational successes. The writer concludes that the expectations continue to be rooted in the historical and cultural experiences of the people.

The objective of fifty percent of the parents attending at least two workshop session was met. However, the writer concludes that the parents lack of participation demonstrated during the workshop series does not support their goal of early academic skills for their children. The lack of involvement in the learning process and the apathy among the parents is another problem area that must be addressed at a later date. The parents clearly tend to depend solely on the schools to provide the educational foundations for their children. If the foundation is not set, the blame is placed upon the school. The

parent sessions should have included a workshop on the responsibility of the parents in the educational process and how to appropriately achieve the high academic goals being set

The staff workshop objective of one hundred percent attendance was met. The workshops were refresher courses for most of the staff members. The sessions provided an opportunity for the staff to share their opinions on developmentally appropriate practices and how they apply to African American children. The open dialogue on what they felt was historically and culturally appropriate practices for black children fostered the idea that we are our own best teachers.

As a result of the workshop series, the staff now utilizes the social studies' curriculum from the Council of Independent Black School as a part of their daily activities. The curriculum was implemented in a developmentally appropriate manner.

In conclusion, the writer makes the following recommendations for continued research regarding the high expectations of African American parents versus developmentally appropriate practices.

* **More extensive and in-depth research must be done on the historical and cultural impact of education and African American children.**
* **A set of developmentally appropriate practices must be established for the black child.**
* **Parent awareness sessions must be established to empower parents to achieve their high academic expectations.**
* **The development of a curriculum that focuses entirely on the African American child's distinct learning style. The development of a curriculum**

that connects the home, school and community as a unit to support the education of the children.

* The development of schools that consist of teachers who are respectful and aware of the historical and cultural aspects of African American children.

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CALENDAR OF IMPLEMENTATION

Week:	Date:	Topic:	Group:
One	11/1/95	Pretest	Parents and Staff
Two	11/7/95	Cognitive Skills	Parents
Three	11/14/95	Cognitive Skills	Staff
Four	11/21/95	Social Skills	Parents
Five	11/28/95	Social Skills	Staff
Six	12/05/95	Role of Play	Parents
Seven	12/12/95	Role of Play	Staff
Eight	12/19/95	Learning Center	Parents
Nine	01/02/96	Learning Center	Staff
Ten	01/09/96	Post test	Parents and Staff

Appendix A:

Educational Attitude Survey

EDUCATIONAL ATTITUDE SCALE

Please check the response that indicates your belief regarding the educational statement

Statement	SA	MA	A	SD	MD	D
Children should learn to clean up.						
Children learn best when adults give them facts and information.						
Learning to recognize letters and words are the most important reading readiness activities for kindergartners.						
Children learn best through free play exploration and play.						
Teachers don't need to teach kids about how to play nicely with others.						
Preschoolers /Kindergartners children learn best if they do workbook lessons.						
Parents should teach their children ways to get along with other children.						
Learning to recognize letters and words and words are the most important reading readiness activities for kindergartners.						
Children learn math best from playing with real objects like blocks and beads.						
It's best for children to copy what adults do when using crayons and magic markers.						

Statement	SA	MA	A	SD	MD	D
It's important for children to be good at playing with other children.						
It's best for children to follow their own ideas when using crayons and magic markers.						
It's okay with me if my child isn't popular with other children.						
It's best for children to listen to stories and look at books to promote reading readiness activities.						
Children should say please and thank you.						
Preschoolers and Kindergartners are too young to be expected to clean up their things.						

Symbols:

SA = Strongly Agree
MA = Mildly Agree
A = Agree

SD = Strongly Disagree
MD = Mildly Disagree
DA = Disagree

Appendix B:

Checklist of Involvement

PARENT INVOLVEMENT CHECKLIST

Please check the activities you participated in last year and check the activities you intend on participating in this year.

ITEM	DID LAST YEAR	WILL DO THIS YEAR
Read to my child at home		
Teach my child letters and numbers		
Play games with my child		
Take my child on educational trips		
Talk on the phone with my child's teacher		
Read newsletters and notices from my child's teacher		
Help my child with homework or school projects		
Use computer with my child		
Go to parents' meetings at school		
Help in my child's classroom		
Join a parent organization at school		
Talk to my child's teacher before or after school		
Attend parent-teacher conferences		
Go on field trips with my child's class		
Become friendly with parents of other children in the class		

ITEM	DID LAST YEAR	WILL DO THIS YEAR
Attend classroom events, like plays or assemblies		
Work on a parent committee		
Send or get personal notes from my child's teacher		
Make materials (like games) for my child's classroom		
Talk to my child's class about my work or share a skill I have.		

Appendix C:

Comparison of Two Teaching Models

APPENDIX A

COMPARISON OF TWO TEACHING MODELS

Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
DEFINITION	An early childhood education philosophy exemplified in traditional American nursery/kindergarten/first grade education (1920 to present). It is determined by *age* (universal predictable sequences of growth and change that occur in children in all domains of development within an age span) and *individual* (each person is unique with an "individual pattern and timing of growth, as well as individual personality, learning style, and family background. Learning is the result of interaction between one's thoughts and experiences with materials, ideas, and people; it should match the child's developing abilities but be interesting, slightly challenging, promote self-esteem, and positive feelings toward learning." (Bredekamp, 1987; National Association for the Education of Young Children, 1986; Burts et al., 1990; Charlesworth, 1989; and others)	An early childhood education philosophy introduced in the 1960s. It is basically an academic preschool/kindergarten/first grade program. Instruction revolves around teacher-directed, whole-group activities. It is assumed that children of same ages have similar interests, abilities, and knowledge.
BASIC COMPONENTS	Play is very important. Children are provided with props, playmates, materials, and time to explore and experiment with their environment. Teachers are available *if* and *when* needed. Whole group activities are kept to a minimum.	Play is assigned by number of children and activities, is infrequent, and is used mainly as rest and relaxation. Teachers decide what type of play is available, how it will be used, and time limitations.

Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
DISCIPLINE	All leading early childhood educators believe in discipline—all children need routines, rules, boundaries, behavioral expectations and standards, procedures, policies, limits . . . children need control. "It's in a context of discipline that each child develops *self*-discipline. On this, as on many things, teachers in academic and developmentally appropriate programs for young children agree . . . . They need reasonable, age-appropriate control and of course understanding. They need fair, firm discipline at home . . . in child care settings, and . . . everywhere they spend significant amounts of time . . . . Children left largely undisciplined, lacking guidance in slowly but steadily growing up, indulge their most primitive impulses, greedily devour the time and attention of beloved adults, make whining demands, and/or throwing raging tantrums." (Greenberg, 1990, p. 79)	
	Democratic program. Self-discipline is encouraged. Positive guidance techniques are designed to fit the individual child and situation. Adults are supportive and understanding. Intrinsic rewards are expected.	*Behavioristic* program. Adults determine, control, and enforce limits. External rewards and authoritarian management are intended to help children achieve in school.
ADULT-CHILD INTERACTION	There are generally two (or more) adults per classroom who are warm and humanistic to individual needs of children, provide opportunities for conversation, encourage trial and error and learning through one's mistakes, are alert to signs of stress and provide stress-reducing activities and techniques, facilitate development of self-esteem and self-control in children regardless of child's behavior by setting necessary limits (and reminding the children of the rationale) or redirecting inappropriate behavior, help children resolve conflicts and model skills that help children solve their own problems, and supervise carefully to protect children from accident and/or harm.	Generally there is one teacher to supervise all children, activities, behaviors, and areas. Rules and regulations are discussed, established, standardized, posted, and teacher enforced by such methods as time-out, restricting individual or class privileges, removal from the classroom, or others. It is more difficult for the teacher to attend to the immediate and differing needs of the children. When children finish their work before others, they may select an activity.
EVALUATION OF CHILDREN	Learning is assessed by use of real objects or high-quality visual aids where children respond in a hands-on, personal involvement way, such as constructing, role playing, combining, manipulating, arranging, sorting, verbalizing, or others. Teachers assess children's progress by observing them, recording and keeping anecdotal notes (and samples when appropriate) on various domains of development, by identifying and working with children with special needs, and by collecting and sharing information with the child's parent(s) and other staff. The evaluation is done thoroughly and carefully to prevent discrimination, to ensure accuracy, and to identify children with special needs. Evaluation helps the adults adapt curriculum to match the developmental needs of children, to communicate with the child's family, and to evaluate the program's effectiveness. The evaluation is not used to compare any child or group of children to normative information that is not only age-matched, but also gender, culture, and socioeconomically appropriate nor is it used in public schools to determine the appropriate placement for every child of legal entry age. Children should not be expected to adapt to an inappropriate system (Bredekamp, 1987).	"Almost exclusive use of teacher-directed, highly structured, large-group lessons; abstract paper-and-pencil tasks (e.g., workbooks and worksheets) that often must be completed within an inflexible time frame; rote learning; direct teaching of discrete skills; lack of opportunity to move around the classroom and make choices; overreliance on punishment and extrinsic reward systems; and the use of standardized assessment tests." (Bredekamp, 1987; Burts et al., 1992, p. 289)

Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
CHILDREN a. Characteristics	Natural curiosity and a desire to make sense out of the work motivates children's learning. "Through interaction with the world, children discover or begin to recognize new relationships or new meanings" (Bredekamp, 1987, p. 54).	Common ideas such as the following are expressed by several authors: (1) Children who may be more likely to lack foundational experiences are having fewer opportunities to build necessary skills through appropriate experiences provided in the classroom. (2) Worksheets that emphasize isolated skills and homogeneous whole group or small group instruction do not give children opportunities to integrate learning and apply skills to authentic problems, and (3) worksheets may limit children's learning by failing to develop their conceptual skills or ability to express themselves orally or in writing (Burts et al., 1992; Knapp & Shields, 1990; Pine & Hillard, 1990 and others).
b. Self-Esteem	Researchers, theorists, educators, and parents today are asking: "What is most important for children to learn at *this age*, whether they are in a program of one sort or another or at home?" Frequently the answer revolves around the individual child and the feelings about self-esteem and self-discipline. Mastery of skills and materials and the stress experienced by the children in the two types of programs are issues that also require consideration. The presence of *high self-esteem* correlates with school success; therefore, it's a very important thing for children to learn at this age. *Low self-esteem* may be felt by children who feel disliked, unaccepted, or have serious handicaps, and "correlates with all sorts of serious problems such as dropping out of school, teen-age pregnancy, alcohol and drug abuse, teen-age suicide. If she thought about it, no educator would want to risk contributing to any child's low self-esteem" (Greenberg, 1990, p. 76). And intellectually gifted children may feel lower self-esteem and out of place if work is meaningless or feel something is wrong with them because of the ease with which they accomplish tasks. Some children may misperceive adult love for *achievement* rather than for the *child*.	
	Children in DAP programs develop self-esteem through meeting and mastering new challenges, motivated by intrinsic satisfaction, and in the presence of individuals who are loving and caring.	Meaningless or extrinsic motivation may give satisfaction from pleasing an adult or equating conforming with being "good." However, many children lose self-esteem when they are thwarted from moving at their own pace, when prevented from doing things of interest at the moment, and when restricted in activities or with peers. "[A]cademic preschools are not the most helpful way for low-income children to achieve later academic success. The explanation lies, of course, in the maturation theories of Gesell (physical) and Piaget (mental)," states Greenberg, 1990, p. 77.
c. Mastery	"The so-called DAP program places heavy emphasis on the necessity for each child of *choosing what he will 'master'*; and encouraging exploration—as well as mastery—in a wide variety of areas. . . . All kinds of intelligences (musical, aesthetic, interpersonal, etc.) are valid and worthwhile, giving the child more arenas to develop a positive self-esteem. . . . Children are perennially exposed to the ingredients of academic life: They learn letters, sounds, numbers, shapes, and so on, each in his own way and each in his own time. . . . The child is believed to be an active learner who learns best when she: moves at will, makes *major* choices, initiates and 'does' within a richly prepared environment, discovers, dismantles and	"Academic programs place a great deal of emphasis on the necessity for each child to *master* predetermined subskills of reading, pre-spelling, and math. There is a corresponding emphasis on *testing*." Because of the "academic" emphasis, the child gets the message that other areas of development are of little value. "Only academic mastery matters. . . and that each child should be ready to master each academic item on more or less the same day of his life" (Greenberg, 1990, p. 78). The child is believed to learn best when he sits still, pays attention, does assigned paper-pencil and seatwork, makes *minor* choices, obeys and follows

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Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
	reassembles, discusses with friends and grown-ups, grapples with challenges, constructs understandings (own rate of intellectual development), plans and collaborates with friends and adults, solves problems as encountered, creates concepts and elaborates upon new learning, works with an interesting and intuitive and endorsing adult, evaluates her own work and behavior, and feels rewarded by satisfaction (intrinsic reward)." (Greenberg, 1990, pp. 70, 78)	directions, initiates and "does" only during brief play period, does restricted discovering, participates in formal topic-related format led by the teacher, experiences few intellectual challenges, makes little input, memorizes facts, waits for confirmation, seeks approval and external reward, and interacts rarely in small interest or social gatherings (Greenberg, 1990).
d. Stress	Burts et al. (1990, 1992) caution the reader to consider outside variables (e.g., parental pressure and family background stressors) that may have influence on children's levels of stress. Some parents may demand an academic focus in school and at home, believing that this focus brings more success in school. Data regarding this idea is limited.	
	More stress behaviors during center time and transition activities than children in DIP classrooms (Burts et al., 1990, p. 417). The DAP program suggests that both kinds of these activities be limited.	Children exhibited significantly more stress behaviors in whole group, waiting, teacher-directed whole group, and workbook/worksheet activities than those in the DAP classroom (Burts et al., 1990, p. 407). Males exhibited more total stress behaviors than females (Burts et al., 1990, Magnusson 1982). Teachers are cautioned to be especially cognizant of the type of activities that are planned for both boys and girls to insure that they are developmentally appropriate. (See Saida and Miyashita [1979].) The research findings are a first step in providing empirical data to support the position of Burts et al. (1990), Elkind (1986), Gallagher and Coche' (1987), Kamii (1985), Schweinhart and Weikart (1988), Shepard and Smith (1988), and others who have warned of the negative consequences of inappropriate practices.
CURRICULUM a. Activities and Materials	Teachers in the DAP classrooms believe that curriculum materials should (1) provide for all areas of the child's development (physical, emotional, social, and cognitive) through an integrated approach, (2) is designed and modified through observations and recordings of the teacher in the classroom, (3) provides for children to explore and interact with children, adults, materials, ideas, (4) have relevance to the children through their senses, and interaction, (5) arouse curiosity and investigation, (6) be stimulating and slightly challenging while building on previous knowledge or experiences, (7) offer choice and variety with uninterrupted time, (8) increase social experiences (multicultural and nonsexist), (9) moderate between rest and active movement while avoiding overstimulation or boredom, (10) encourage the use of outdoor and indoor areas for many activities, and (11) provide for sustained or repeated play by rotating areas or interacting with different individuals (Bredekamp, 1987; Greenberg, 1990; Taylor, 1993).	Teachers in the DIP classrooms believe that curriculum should be (1) whole-group teacher directed activity, (2) children are often given models to duplicate. All children do the same task simultaneously and in same amount of time. On occasions work may be done in small groups, but each child is expected to conform to directions, (3) a limitless supply of teacher-made or commercial paper-and-pencil tasks such as workbooks, worksheets, coloring sheets, models of art, (4) an emphasis on mastery and testing, (5) on conventional knowledge (days of the week, colors, numbers, courtesies, community helpers) common in all communities, (6) teacher directed and rewarded; child "received," (7) a developer of subskills involved in reading and math, and (8) introduced sooner rather than later (Bredekamp, 1987; Greenberg, 1990).

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Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
	More story, music, whole group, and center activities were observed in the DAP classrooms. An examination of qualitative data (Abshire, 1991) indicated that whole group activities in DAP classrooms were more varied, less structured, and included more child participation than those in DIP classrooms (Burts et al., 1992). Gender differences in preferences of play materials: boys preferred to play with blocks, tools, cars, and trucks and girls preferred to play with scissors and paper, paints, chalkboards, and so forth (Liss, 1986) and small motor development (Anselmo, 1987).	"Emphasis on achievement-type activities in DIP classrooms may also contribute to the greater stress exhibited by males." (Burts et al., 1992, pp. 311–312). Some adults (parents, legislators, educators, etc.) fail to "realize how much more easily children learn abstract academic skills *later*, say at 6 or 7, or believe that learning must be unpleasant to be effective, or are unaware that *the same abstract academic* subskills can be taught as the need arises in contexts meaningful to this age group." (Greenberg, 1990, p. 75)
b. Time Spent	"In the DAP classroom, children spent much more time in self-selected center activity during which they could move freely from one activity to another. Children in this classroom also had more freedom of movement during other activities throughout the day" (Burts et al., 1990, pp. 418–419). "Low SES children and black children had tendencies to be less involved in DAP activities." (Burts et al., 1990, p. 407).	In the DIP classroom, center activity allowed "only 4 or 5 children in a center at a time, while the majority of the class was in large group, teacher-directed instruction, or working on workbook-worksheet activities. The length of time they were in centers was comparatively brief, and perhaps it was not long enough for their play to deteriorate and signs of stress to appear." (Burts et al., 1990, p. 418)
CLASSROOM a. Environment	The classroom environment includes experiences that meet the needs of individual children while promoting a good attitude toward education and learning. There are opportunities for exploring one's environment through hands-on experiences, choices, and a variety of materials and playmates. Curiosity is encouraged. Teachers use positive guidance techniques in order to promote self-esteem and self-discipline in each child.	It includes almost exclusive use of teacher-directed, highly structured, large-group lessons; abstract paper-and-pencil tasks (e.g., workbooks and worksheets) that often must be completed within an inflexible time frame; rote learning; direct teaching of discrete skills; lack of opportunities to move around the room and make choices; overreliance on punishment and extrinsic reward systems; and the use of standardized assessment tests (NAEYC, 1986; Bredekamp, 1987; Charlesworth 1989; Burts et al., 1990; Charlesworth, 1993).
b. Procedures	The DAP procedure provides learning opportunities through child-initiated activities and a minimum of whole-group transitions. The teacher sets the stage through classroom arrangement, amount and types of materials available, being nearby and responsive, observing the behaviors and needs of the children, and focusing on present and future learning possibilities.	"Instructional strategies revolve around teacher-directed, whole group activities; paper-and-pencil tasks such as workbooks and worksheets; and transitions which tend to fragment the day with little attempt by the adult to coordinate smooth transitions" (Burts et al., 1992) (See also Bredekamp, 1987; Burts, 1990; Charlesworth, 1989, 1993; NAEYC, 1986).

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Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
TEACHERS	It is strongly recommended by NAEYC that state and local policy-making groups consider the following points when implementing early childhood programs: (1) "that early childhood teachers are specially trained in early childhood education/child development at the college-level with practical experience teaching the age group. (Other credentialed teachers should have supervised experience with young children before teaching this age group.) (2) that the size of the group be limited and include a sufficient number of adults to provide individualized and age-appropriate care and education" (Bredekamp, 1987, p. 14). Teachers of young children are encouraged to join and participate with professional associations, keep abreast of current information, collaborate with parents, work diplomatically with leaders and peers in preparing classrooms and in presenting activities—and all the while being cheerful and enthusiastic!	
	Teachers must be given extensive training in *child development* (developmental domains; observation; relationship building with peers, adults, and others; self-esteem and self-discipline; parent education) and *early childhood education* (interlinking curriculum areas, methods of teaching, working with specialists, and others)—with overlap between what is taught in *child development* and *early childhood education* (discipline, health and safety, space utilization, stress management for children and adults, supervised practicum) even though instruction for teachers may be in different departments or colleges.	Teachers may be trained only in the field of education in courses that are prescribed, supervised, and sequential.
	When preparing for the individual classroom of young children, plans are well thought through, include individual children, may relate to a flexible theme, but can be (and often are) modified as children respond. General time spans are more for sequencing than for rigid periods.	Lesson plans may reflect minute-by-minute schedules and often denote specific time periods for each activity. Emphasis is on "subskills involved in reading and math; symbols representing things (letters, numerals) instead of on examining and exploring the things themselves" (Greenberg, 1990, p. 75).
	Teachers frequently re-introduce prior topics by adding new props, integrate areas of curriculum, and note new or additional interest of the children.	Teachers may use commercial or school - provided schedules or information without modification for the children within the individual classroom. There is little encouragement for extending beyond the rote learning specified for the age group. Once a topic has been presented (whether for a short or extended period of time) teachers seldom return to it.
RELATIONSHIP BETWEEN THE HOME AND PROGRAM	The success of any educational venture depends on the relationship between the home and the program. Some parents leave all the "teaching" up to the professional teacher; others make occasional input, and still others try to dictate the education of their children—whether or not the parents have had formal training. Parents and teachers both have rights and responsibilities. Both should share decisions about care and education of their young children. Parents and teachers should communicate freely and openly, sharing school, home, and professional knowledge. "Continuity of educational experience is critical to supporting development. Such continuity results from communication both horizontally, as children change programs within a given year, and vertically, as children move on to other settings" (Bredekamp, 1987, p. 12).	
	Because many parents accompany their children to early group experiences, they have more opportunity to discuss events with teachers. Many centers provide regular contact with the parents through individual conferences, home visits, informal gatherings, parent education, reading or library materials (often with personal or group discussion), community events, observation, parent participation, and other ways.	Many parents are heavily involved in their homes and often in their jobs, communities, churches, or other places. They have infrequent contact with teachers unless problems or concerns develop at the school or within the home. Some centers provide for (or require) parent consultation and may be initiated by either party. When such formal meetings occur, they should be as frequent as productive, discussions rather than confrontations, and growth promoting for the child, the school, and the home.

Category	Developmentally Appropriate Practices	Developmentally Inappropriate Practices
	Most of these parents are patient and willing for their children to live fully in the here and now, knowing that how one feels about oneself, solving problems, discovering, and having wide and personal interests will contribute to a healthy person.	Although some teachers need to be enlightened about home situations (stress, poverty, illness, parental pressure, competition because of different family backgrounds or goals, etc.), some parents do not understand what is inappropriate for the age and uniqueness of their children. These parents frequently do not understand the development of their children, nor do they realize how much more easily children learn abstract academic skills later. They have the mistaken notion that learning must be unpleasant to be effective and that sooner and more is better. They are also unaware "that the *same academic subskills* can be taught as the need arises in contexts meaningful to this age group" (Greenberg, 1990, p. 75).
PROPONENTS	*Early/Contemporary Individuals*: Margaret McMillan, John Dewey, Patty Smith Hill, Arnold Gesell, Lucy Sprague Mitchell, Harriet Johnson, Carolyn Pratt, Barbara Biber, Margaret Naumberg, Cornelia Goldsmith, Erik Erikson, Jean Piaget, David Weikart, David Elkind and many others. *Educational Institutions/Training Centers/Organizations*: Columbia Teachers College, Bank Street College of Education, Vassar College, Wheelock College, Peabody, Maryland, Merrill-Palmer Institute, Pacific Oaks, Erikson Institute, Brigham Young University, national education associations such as National Association for the Education of Young Children, National Association of Elementary School Principals, the Association for Supervision and Curriculum Development, the National Association of State Boards of Education, and others.	*Early/Contemporary Individuals, Theories/Programs*: John Watson, Edward Thorndike, B. F. Skinner, Ivan Pavlov, Susan Blow, Maria Montessori (see Comments). Behavioral theories, behavior modification, educational psychology of mastery learning and teacher effectiveness in direct instruction (Mahoney & Robinson, 1992), Carl Bereiter (DISTAR), Susan Gray (DARCEE), and *many* others. A compiled list has not been located. Some administrators, legislators, principals, teachers, and parents.
COMMENTS	There are those who totally or partially agree with NAEYC's definitions and there are those who totally disagree. For example, Walsh (1991) states that the present discourse on developmental appropriateness needs to be expanded and makes four points. Kessler (in press) states that the emphasis on developmental theory ignores circular issues. Spodek (1988) contends that developmental theory can get at the *how* of teaching but not at the *what* of teaching. (See Walsh, 1991.)	
MYTHS, THOUGHTS, DEBATES, AND DISCUSSIONS	*Kostelnik, 1992:* "There is one right way to implement a DAP." "DAP requires teachers to abandon all their prior knowledge and experience." "DAP classrooms are unstructured classrooms." "In DAP classrooms, teachers don't teach." "To be DAP, elementary teachers and administrators will have to 'water down' the traditional curriculum. Children will learn less than they have in the past." "DAPs can be defined according to dichotomous positions. One position is always right, the other position is always wrong." "Academics have no place in DAPs." "DAPs are suitable for only certain kinds of children." "DAPness is just a fad, soon to be replaced by another, perhaps opposite, trend."	Additional thoughts and myths: "Teachers and children will not be held accountable for learning, knowledge, etc." "DAP classrooms will be costly for teachers, materials, equipment." "Little or no emphasis on academics." "Children may be difficult to discipline." "It may be difficult to motivate the children." "No formal assessment (standardized tests)." "DAP procedures are inappropriate for children with disabilities." "ECE emphasized child-directed instruction that is based on children's choices and interests and is embedded in children's play" (Mahoney & Robinson, 1992; and others).

Appendix D:

Piaget Concept of Cognitive Development

FIGURE 4–4 Piaget's Stages of Cognitive Development

Stage	Characteristic
Sensorimotor (Birth to18 months/ 2 years)	Uses sensorimotor system of sucking, grasping, and gross-body activities to build schemes; begins to develop object permanency
Preoperational (2 to 7 Years)	Dependent on concrete representations; uses the world of here and now as frame of reference; enjoys accelerated language development; internalizes events; is egocentric in thought and action; thinks everything has a reason or purpose; is perceptually bound; makes judgments primarily on basis of how things look
Concrete operations (7 to 12 years)	Is capable of reversal of thought process; able to conserve; still is dependent on how things look for decision making; becomes less egocentric; structures time and space; understands number; begins to think logically
Formal operations (12 to 15 years)	Is capable of dealing with verbal and hypothetical problems; can reason scientifically and logically; no longer is bound to the concrete; can think with symbols

Appendix E:

Cognitive Knowledge Assessment

Knowledge Assessment
Module 5: Cognitive

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote cognitive development. Match the appropriate teacher response with each behavior.

What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Cognitive Development
a. ___ Their vocabulary is expanding rapidly—they know the names of things and can explain their ideas.	(1)	Label objects with pictures, words, and numerals so children can associate the symbols with the objects. Write children's stories on language experience charts and in homemade books.
b. ___ They use imagination—they love to imitate, role-play, and engage in dramatic play.	(2)	Put out new and interesting materials regularly for children to play with to encourage their curiosity and to help them enjoy learning.
c. ___ They are developing an understanding of number concepts but need lots of experiences with real objects.	(3)	Put props in the house corner and block area to encourage children to play. Add new props to help them extend their play so they learn more about the world. Talk to them about their role plays, and play with them to build on what they are doing and saying.
d. ___ They learn using all their senses—smelling, tasting, touching, hearing, and seeing.	(4)	Ask questions and help children think things through so they develop confidence in their ability to think and solve problems.
e. ___ They believe there is a purpose for everything and ask lots of questions: "Why?" "How?" "What?"	(5)	Provide lots of activities and opportunities for children to use different senses so they refine their abilities to smell, taste, feel, hear, and see.
f. ___ They are curious and want to explore many things.	(6)	Provide appealing table toys and collect objects that will interest children. Talk to them about what they are doing: "You made a row of red pegs." "I see you put all the circles in one pile and the triangles in another." "How else could you group these blocks?"
g. ___ They are interested in cause and effect—why things happen.	(7)	Take children's questions seriously. Find out what they want to know. Give answers they can understand and ask more questions to stretch their thinking.
h. ___ They reason and think logically sometimes but often are not accurate in their thinking.	(8)	Give children many opportunities to sort, group, match, count, and sequence by playing with real objects. Help them practice counting and matching one to one in real-life situations such as setting the tables, counting the number of turns, and sorting out the blocks so they learn what numbers mean.
i. ___ They learn concepts and skills such as matching, classification, and identification of shapes by playing with toys and objects.	(9)	Give children objects to explore and plan activities to enable them to try out ideas and discover for themselves what makes things happen (e.g., what happens if you don't water a plant).
j. ___ They are developing the ability to understand how pictures, letters, words, and numeric symbols can stand for real objects and ideas.	(10)	Talk to children about what things are called. Help them learn new words so they can continue to expand their vocabularies.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Cognitive development is:

   a. ___ the growing ability to think and to reason.

   b. ___ "coming to know."

   c. ___ a lifelong process.

   d. ___ all of the above.

3. When a young child calls a worm a caterpillar, the child is:

   a. ___ making a mistake and should be told the right name.

   b. ___ noticing the ways in which a worm and a caterpillar are alike.

   c. ___ not very advanced in cognitive development.

   d. ___ obviously not ready to learn the differences.

4. Teachers can promote cognitive development:

   a. ___ as soon as children can think abstractly.

   b. ___ when children begin to understand language.

   c. ___ by talking to children and providing interesting things for them to touch, taste, see, and feel.

   d. ___ when a child starts to talk.

5. If children break up their crackers at snack time, it is probably because:

   a. ___ they understand cause and effect and want to see what effect they can have.

   b. ___ they judge things by how they look, and if there are more pieces, they feel they have more.

   c. ___ they like to make a mess.

   d. ___ this makes them feel powerful.

6. Children ask lots of questions because:

   a. ___ they want to keep their teachers busy answering them.

   b. ___ they want to do well when they get to first grade.

   c. ___ they are curious and want to understand the world around them.

   d. ___ they want adults to think they are smart.

7. Unit blocks are a good material for promoting cognitive development because:

   a. ___ children can learn the relationships of different sizes.

   b. ___ children learn math concepts.

   c. ___ children solve problems with blocks.

   d. ___ all of the above.

8. Give two examples of how teachers can organize the environment to help children learn to match.

   _____

   _____

   _____

9. Give two examples of how teachers can organize the environment to help children learn to classify.

   _____

   _____

   _____

10. Which questions promote children's thinking and problem solving?

    a. ___ "What else could we try?"

    b. ___ "How many ways can you group those bottle caps?"

    c. ___ "What color is this?"

    d. ___ "What do you think will happen next?"

    e. ___ "What letter is this?"

Competency Assessment
Module 5: Cognitive

1. Review Learning Activity VI, Planning Activities That Promote Preschool Children's Cognitive Development. Select a different activity to plan and implement in your room. Ask your trainer to observe you.

2. Activity: _____

_____

Materials: _____

_____

Procedure: _____

_____

_____

What happened? What would you change and why? _____

_____

_____

_____

_____

3. List how your interactions with preschool children promoted their cognitive development.

_____

_____

_____

_____

4. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Select an activity and materials that are developmentally appropriate.
- Prepare materials needed ahead of time so children don't have to wait.
- Limit group size to minimize "wait time" and turn-taking conflicts.
- Encourage children to use all their senses in learning.
- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") that encourage children to think.
- Talk about what is happening and describe children's actions.
- Encourage children to solve problems.
- Listen to what children say and respond appropriately.
- Welcome new and creative ideas.
- Support children at play.
- Use experiences to help children learn new skills and concepts.

Appendix F:

Erik Erikson's Stages of Psychosocial Development

TABLE 2.2 Erikson's Stages of Psychosocial Development

Stage 1 *Trust versus Mistrust,* *First Year of Life*	The infant's relationship with his mother is crucial during this stage; the infant acquires a sense of trust and the knowledge that he is loved when he is cared for in a predictable, warm, and sensitive manner. If the infant's world is chaotic and unpredictable, and his parents' affection and care cannot be counted on, he develops a sense of mistrust and feels anxious and insecure in his interactions with others. These basic attitudes of trust or mistrust are acquired over about a year through the infant's experiences with his primary caregiver.
Stage 2 *Autonomy versus* *Shame and Doubt,* *Age 2 to 3*	Once the child is able to walk, run, climb, and talk, she begins to explore her world and acquires a sense of independence, at times becoming adamant. If parents nurture the child's attempts to become an independent individual and allow her to explore her world, while making sure she does not hurt herself, the child develops a sense of autonomy and a feeling that she is competent. If, on the other hand, parents are overprotective, stifling her attempts to explore her surroundings, or critical, she develops shame, doubt, and uncertainty about herself and her capabilities.
Stage 3 *Initiative versus* *Guilt,* *Age 3 to 6*	After the child has gained a relatively secure sense of autonomy, he is ready to take initiative in his activities. He explores, plans, and works for goals, thus acquiring a sense of purpose and direction. Parents must encourage the child's initiatives. If they do not allow him to take initiative or if they downgrade his activities, he develops a sense of guilt for his attempts at independence.
Stage 4 *Industry versus* *Inferiority,* *Age 6 to 12*	During this stage the child becomes responsible for homework and other assignments; she develops an awareness that tasks can be accomplished through industry, or that they can be failed. If parents reinforce the child's efforts with praise and reward, she develops a sense of industry and curiosity and is eager to learn. If the child's work is downgraded, she develops low self-esteem and a sense of inferiority and inadequacy, often withdrawing from attempts to learn new skills. At this stage, parents are only one source of influence on the child's development. The child is also influenced by peers, teachers, and other adults she comes in contact with.
Stage 5 *Identity versus Role* *Confusion,* *Age 12 to 18*	During this stage the individual is in a transition phase of his life. No longer a child, and preparing for life as an adult, the adolescent undergoes what Erikson calls a "physiological revolution" and must come to grips with an identity crisis. In the process of trying to form an identity, the adolescent experiments with different options. The danger during this stage is role confusion, because the adolescent may not be able to piece together a coherent sense of self from the many possible roles.
Stage 6 *Intimacy versus* *Isolation, Young* *Adulthood*	Once she develops a sense of personal identity and is comfortable with it, the individual can begin to establish intimate relationships with other people. Forming close relationships and committing herself to another person, the individual feels gratified. However, intimate relationships are also fraught with dangers. The individual can be rejected, or the relationship may

(continued)

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TABLE 2.2 *(continued)*

Stage 6 *Intimacy versus Isolation, Young Adulthood*	fail through disagreement, disappointment, or hostility. Individuals who focus on the negative possibilities of intimate relationships may be tempted not to take a chance on becoming close to another person and instead withdraw from social contact, thereby becoming isolated, or establishing only superficial relationships.
Stage 7 *Generativity versus Stagnation, Middle Age*	Erikson regards generativity as emanating from marriage, parenthood, and a sense of working productively and creatively. Having a sense of accomplishment in adult life means giving loving care to others and regarding contributions to society as valuable. Working, getting married, and bearing and rearing children in and of themselves are not sufficient to give an individual a sense of generativity. He must also enjoy his work and his family. If he does not enjoy his work and cares little for other people, he acquires a sense of stagnation, a sense that he is going nowhere and doing nothing important.
Stage 8 *Integrity versus Despair, Old Age*	Toward the end of life, the individual reflects on her past accomplishments and the kind of person she has been. She looks back on life either with a sense of integrity and satisfaction or with despair. If earlier crises have been successfully met, the individual realizes that her life has had meaning, and she is ready to face death. If earlier crises have not been resolved successfully, the individual feels despair as she realizes that she has no time now to start another life and try out alternative roads to integrity. Individuals who have a sense of despair are not ready to face death and feel bitterness about their lives.

Appendix G:

Preschool Behaviors and DAP

Rainbow Preparatory School
Workshop Series #2
Social Skills

Expectations of African American Parents Versus Developmentally Appropriate Practices

Preschool Social Behaviors and Developmentally Appropriate Practice

BEHAVIOR: They can understand rules and limits.
DAP: Provide opportunities for children to learn to make rules and play simple games that stress cooperation rather than competition.

BEHAVIOR: They are learning to share and take turns.
DAP: Set up system (a timer or place to put their name) for taking turns. Praise children when they do share.

BEHAVIOR: They like to imitate adult activities.
DAP: Provide a variety of props for dramatic play, both indoors and outdoors, so children can pretend to be grown-ups doing grown-up things.

BEHAVIOR: They carry on conversations with other children in pairs or in group.
DAP: Listen to these conversations. You can learn a lot about how the children are getting along, whose ideas are listened to, who needs help learning to get others to listen, and what their interests are.

BEHAVIOR: They exclude other children from their play.
DAP: Observe to see how often a child is excluded. Help the child learn haw to become a part of the group by giving him or her a special prop to share or suggesting a role play.

BEHAVIOR: They are moving from parallel to cooperative play.
DAP: Observe often to see what kind of play children are involved in. Help children move to the next level of play when they are ready. For example, provide two phones or four firefighter hats so children will play together.

BEHAVIOR: They ask a lot of questions.
DAP: Use questions to extend children's thinking. Children use their thinking skills when they play in groups.

BEHAVIOR: They begin to develop friendships.
DAP: Give children many chances to be with friends. Allow lots of time for free play so children can choose their own playmates.

BEHAVIOR: They can learn to adapt to a variety of different settings and enjoy visiting new places.
DAP: Prepare children for field trips. Discuss the rules they will be expected to follow so they know the accepted behavior in advance.

BEHAVIOR: They are gaining an awareness of the larger community.
DAP: Arrange for visits to the firehouse, parents' jobs, and so forth, or ask visitors to come to the center to discuss what they do in the community.

BEHAVIOR: They want adults to like them.
DAP: Give children lots of affection and praise. Let them know they are liked and that you know they are learning about living in a group.

Appendix H:

Wilson's Recommendations

Social Recommendations for Parents African American Children

For the black parent who wishes to raise competent, independent, assertive, exploratory, self-determining, happy children who are also prosocial, we make the following recommendations:

A. Guide your child's activities along rational lines. Help the child to see that what is demanded of him should be done because "it is right" or the reasonable thing to do not because he may be punished or will lose your love.

B. Do not be afraid to exert control when necessary. The exertion of control will not be psychologically damaging to the child if the reasons behind such exertion are explained to him, if the child is allowed to have some input concerning parental policies.

C. Show your child that you expect him to have a will of his own but at the same time he is expected to conform to reasonable parental and social standards.

D. Have confidence in your ability to parent. However, do not let that confidence be such that you disrespect your child's interests, opinions and individuality.

E. Be a loving, consistent, demanding and respectful parent of your child's independent decision-making, but at the some time be steadfast concerning your own standards. Do not fear the use of limited punishment if necessary.

F. Expect you child to perform as well as he can.

G. Build in your child a sense of duty by assigning him family chores which he is required to complete. Teach him to fulfill reasonable commitments once he makes them.

H. Have fun with your child and at times let him be a part of the family decision-making process.

Appendix I:

Staff Assessment on Social Skills

Knowledge Assessment
Module 9: Social

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote children's social development. Match the appropriate teacher response with each behavior.

What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Social Development
a. ___ They can understand rules and limits.	(1)	Listen to these conversations. You can learn a lot about how the children are getting along, whose ideas are listened to, who needs help learning to get others to listen, and what their interests are. Use this information to meet individual needs.
b. ___ They are learning to share and take turns.	(2)	Observe to see how often a child is excluded. Help the child learn how to become a part of the group by giving him or her a special prop to share or suggesting a role to play.
c. ___ They like to imitate adult activities.	(3)	Give children lots of affection and praise. Let them know they are liked and that you know they are learning about living in a group.
d. ___ They carry on conversations with other children in pairs or in groups.	(4)	Observe often to see what kind of play children are involved in. Help children move to the next level of play when they are ready. For example, provide two phones or four firefighter hats so children will play together.
e. ___ They may exclude other children from their play. (3)	(5)	Provide a variety of props for dramatic play, both indoors and outdoors, so children can pretend to be grown-ups doing grown-up things.
f. ___ They are moving from parallel to cooperative play.	(6)	Provide opportunities for children to learn to make rules and play simple games that stress cooperation rather than competition.
g. ___ They ask a lot of questions.	(7)	Use questions to extend children's thinking. Children use their thinking skills when they play in groups.
h. ___ They begin to develop friendships.	(8)	Prepare children for field trips. Discuss the rules they will be expected to follow so they know the accepted behavior in advance.
i. ___ They can learn to adapt to a variety of different settings and enjoy visiting new places.	(9)	Set up a system (a timer or place to put their name) for taking turns. Praise children when they do share.
j. ___ They are gaining an awareness of the larger community.	(10)	Give children many chances to be with their friends. Allow lots of time for free play so children can choose their own playmates.
k. ___ They want adults to like them.	(11)	Arrange for visits to the firehouse, parents' jobs, and so forth, or ask visitors to come to the center to discuss what they do in the community.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Children learn about how society expects them to behave by:

   a. ___ being told what not to do.

   b. ___ watching adults interact with other adults.

   c. ___ watching adults interact with children.

   d. ___ having strong, positive relationships with adults.

3. The cooperative play of children includes:

   a. ___ arguments.

   b. ___ making up rules.

   c. ___ following the teacher's instructions.

   d. ___ assigning roles.

   e. ___ resolving conflicts.

4. A teacher is watching a small group of children playing hospital. Andrew is standing off to one side looking like he wants to join in. The teacher could help Andrew join the play by saying:

   a. ___ "Andrew, just tell the others you want to play."

   b. ___ "Andrew, why don't you come play with the blocks instead?"

   c. ___ "Andrew, here are some bandages to deliver to the doctor. She needs them right away."

   d. ___ "What's the matter, Andrew? Won't they let you play?"

5. As children develop _____, they learn to get along with others.

6. Children can feel secure when their needs are met by teachers in _____ and _____ ways.

7. Children who are not able to make friends are likely to have problems such as low _____.

8. List two ways to help preschool children learn caring behaviors.

   _____

   _____

   _____

   _____

9. Think of a child you work with or have worked with in the past who is aggressive towards other children or materials. Briefly describe a situation and what you did to intervene. Did it work? How would you change it next time?

Appendix J:

Competency Assessment on Social Skills

Competency Assessment
Module 9: Social

1. Arrange for a time when you can spend 30 minutes observing the dramatic play of a group of children. This could be during free play or when your group goes outside. Ask your trainer to observe the same group of children for the same half-hour period. Both of you will write what happened and what social skills you observed in use.

   Location of play: _____

   Dramatic play setting: _____

   Character involved: _____

   Props used: _____

   _____

   _____

   _____

   What happened?

   _____

   _____

   _____

   _____

   _____

   Social skills demonstrated:

   _____

   _____

   _____

   _____

   _____

2. Discuss your observation notes with your trainer.

3. Review your observation notes and write some ways in which you can extend the children's play.

4. Ask your trainer to observe you again. Implement your plans and record what happened.

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Let children know that you think their play is important.
- Help children get started playing.
- Step back from the play when children no longer need help from you.
- Model playful behaviors without dominating the play.
- Reinforce positive social behaviors when you observe them.
- Offer guidance within the context of the play situation.
- Provide new props to extend children's play.
- Ask questions that extend children's play with interrupting it.
- Engage in make-believe play with children.

Appendix K:

NAEYC position statement on DAP

NAEYC Position Statements on Developmentally Appropriate Practice in Early Childhood Programs

NAEYC's position statements on developmentally appropriate practice in early childhood programs were developed over a 2-year period from a thorough review of relevant research and with input from hundreds of early childhood professionals. In July 1984 NAEYC's Governing Board created a Commission for the purpose of developing a position statement on appropriate education for 4- and 5-year-olds. The Commission, chaired by Bernard Spodek, worked from July 1984 to July 1985. Commission members were acknowledged in the January 1985 and 1986 issues of *Young Children*.

Lois Main

Children's play is a primary vehicle for and indicator of their mental growth. Play also serves important functions in children's physical, emotional, and social development.

As work proceeded on this important position statement, it became apparent that given NAEYC's definition of early childhood as birth through age 8, a broader developmental perspective was needed for the statement. Drawing on the work of the Commission and the results of an in-depth discussion of the topic at the 1985 Conference for Affiliate Leaders, Bess-Gene Holt drafted a broader statement describing developmentally appropriate practice in programs serving children birth through age 8. This statement was submitted to the review of hundreds of early childhood practitioners and researchers and revised on the basis of the review.

The general statement provides a framework from which more succinct statements of appropriate practice in specific settings can be derived. The first such statement to be developed addresses appropriate practice in programs for 4- and 5-year-olds. These position statements were adopted by NAEYC's Governing Board in April 1986. Both position statements have also been endorsed by the Association for Childhood Education International. Similar statements on appropriate practice for infants and toddlers and primary-age children will be developed in the near future.

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National Association for the Education of Young Children

Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8

Introduction

The quality of our nation's educational system has come under intense public scrutiny in the 1980s. While much of the attention has been directed at secondary and postsecondary education, the field of early childhood education must also examine its practices in light of current knowledge of child development and learning.

The purpose of this paper is to describe developmentally appropriate practice in early childhood programs for administrators, teachers, parents, policy makers, and others who make decisions about the care and education of young children. An early childhood program is any part-day or full-day group program in a center, school, or other facility, that serves children from birth through age 8. Early childhood programs include child care centers, private and public preschools, kindergartens, and primary grade schools.

Rationale

In recent years, a trend toward increased emphasis on formal instruction in academic skills has emerged in early childhood programs. This trend toward formal academic instruction for younger children is based on misconceptions about early learning (Elkind, 1986). Despite the trend among some educators to formalize instruction, there has been no comparable evidence of change in what young children need for optimal development or how they learn. In fact, a growing body of research has emerged recently affirming that children learn most effectively through a concrete, play-oriented approach to early childhood education.

In addition to an increased emphasis on academics, early childhood programs have experienced other changes. The number of progams has increased in response to the growing demand for out-of-home care and education during the early years. Some characteristics of early childhood programs have also changed in the last few years. For example, children are now enrolled in programs at younger ages, many from infancy. The length of the program day for all ages of children has been extended in response to the need for extended hours of care for employed families. Similarly, program sponsorship has become more diverse. The public schools are playing a larger role in providing prekindergarten programs or before- and after-school child care. Corporate America is also becoming a more visible sponsor of child care programs.

Programs have changed in response to social, economic, and political forces; however, these changes have not always taken into account the basic developmental needs of young children, which have remained constant. The trend toward early academics, for example, is antithetical to what we know about how young children learn. Programs should be tailored to meet the needs of children, rather than expecting children to adjust to the demands of a specific program.

Position Statement

The National Association for the Education of Young Children (NAEYC) believes that a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families. Although the quality of an early childhood program may be affected by many factors, a major determinant of program quality is the extent to which knowledge of child development is applied in program practices—the degree to which

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the program is *developmentally appropriate*. NAEYC believes that high quality, developmentally appropriate programs should be available to all children and their families.

In this position paper, the concept of *developmental appropriateness* will first be defined. Then guidelines will be presented describing how developmental appropriateness can be applied to four components of early childhood programs: curriculum; adult-child interactions; relations between the home and program; and developmental evaluation of children. The statement concludes with a discussion of major policy implications and recommendations. These guidelines are designed to be used in conjunction with NAEYC's Criteria for High Quality Early Childhood Programs, the standards for accreditation by the National Academy of Early Childhood Programs (NAEYC, 1984).

Definition of developmental appropriateness

The concept of *developmental appropriateness* has two dimensions: age appropriateness and individual appropriateness.

1. **Age appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first 9 years of life. These predictable changes occur in all domains of development—physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

2. **Individual appropriateness.** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

An example will illustrate how developmentally appropriate practice blends age appropriateness and individual appropriateness. In any group, a range of developmental ability and interest is to be
the following example, the variety and
learning experiences that emerge through
guidance reflects both age- and individ
priate planning.

A group of 4-, 5-, and 6-year-old kinder
dren is building a road with unit blocks. One
tions that his mother is in the hospital, and s
others begin to share their ideas and fears a
happens in a hospital.

This activity may develop in one of two b
With either type of direction, however, childrer
an opportunity to expand their knowledge an
all developmental areas. The children will
ideas about, fears of, and ways of coping with
as they talk. They will use their large and small
to experiment with balance, weight, and symm
other mathematical concepts as they build
blocks. As they play, the children will practice
cooperate and collaborate with others; they m
plan the hospital before they build. While they pl
may need written words, perhaps as labels fo
gency or road signs. At the conclusion of the
they will feel competent about their ability to st
complex activity and confront their emotional co

The activity may develop one way if the childr
very familiar with hospitals, know each other we
have adequate play space and access to a vari
props and materials. The activity may be primarily
motivated and self-directed. The children may desi
elaborate hospital, use tables for stretchers, apply
dages, and write out prescriptions on pads of paper.
teacher for this group serves primarily as a resourc
write a sign when the children request it, for instanc
to make arrangements for a field trip or classroom
itor to explore an idea about hospitals or health or
struction in greater detail.

If the children are younger or less experienced,
activity may develop differently. The teacher may n
to stimulate and promote the activity more actively
extend it. The teacher may observe that the childre
play is limited to driving ambulances on the road a
making the sounds of screaming sirens as they enter t
emergency area of the hospital. This teacher might a
some open-ended questions about what happens next
the patient in the ambulance, or what items are found i
the hospital. If the children express interest, several op
portunities can then be offered to stimulate thei
thinking and ability to expand their play. Perhaps prop
such as stethoscopes, bandages, or hospital gowns will
give the children the tools to explore what happens after
the ambulance arrives. If the children's experience is
limited, maybe a story with illustrations will prompt
more elaborate play later in the day, or a field trip can be
taken so children can see first-hand some parts of a hos-
pital. Perhaps the children will carry out the theme in
their artwork or by dictating stories about the times
when they were sick at home.

Regardless of how the activity develops, the teacher
observes the play and makes professional judgments
about how to build upon the children's understanding
and concerns.

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This example illustrates practices that are both age appropriate and individually appropriate. Teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment. Although the content of the curriculum is determined by many factors such as tradition, the subject matter of the disciplines, social or cultural values, and parental desires, for the content and teaching strategies to be developmentally appropriate they must be age appropriate and individually appropriate.

Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to progress along the developmental sequence from the sensorimotor intelligence of infancy to preoperational thought in the preschool years to the concrete operational thinking exhibited by primary children (Fein, 1979; Fromberg, 1986; Piaget, 1952; Sponseller, 1982). In addition to its role in cognitive development, play also serves important functions in children's physical, emotional, and social development (Herron & Sutton-Smith, 1974). Therefore, child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice (Fein & Rivkin, 1986).

Guidelines for Developmentally Appropriate Practice

I. Curriculum

A developmentally appropriate curriculum for young children is planned to be appropriate for the age span of the children within the group and is implemented with attention to the different needs, interests, and developmental levels of those individual children.

A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach (Almy, 1975; Biber, 1984; Elkind, 1986; Forman & Kuschner, 1983; Kline, 1985; Skeen, Garner, & Cartwright, 1984; Spodek, 1985).

Realistic curriculum goals for children should address all of these areas in age-appropriate ways. Children's learning does not occur in narrowly defined subject areas; their development and learning are integrated. Any activity that stimulates one dimension of development and learning affects other dimensions as well.

B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interests and developmental progress (Almy, 1975; Biber, 1984; Cohen, Stern, & Balaban, 1983; Goodman & Goodman, 1982).

Realistic curriculum goals and plans are based on regular assessment of individual needs, strengths, and interests. Curriculum is based on both age-appropriate and individually appropriate information. For example, individual children's family/cultural backgrounds—such as expressive styles, ways of interacting, play, and games—are used to broaden the curriculum for all children.

C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials (Biber, 1984; Fein, 1979; Forman & Kuschner, 1983; Fromberg, 1986; Goffin & Tull, 1985; Griffin, 1982; Kamii, 1985; Lay-Dopyera & Dopyera, 1986; Powell, 1986; Sponseller, 1982).

The process of interacting with materials and people results in learning. Finished products or "correct" solutions that conform to adult standards are not very accurate criteria for judging whether learning has occurred. Much of young children's learning takes place when they direct their own play activities. During play, children feel successful when they engage in a task they have defined for themselves, such as finding their way through an obstacle course with a friend or pouring water into and out of various containers. Such learning should not be inhibited by adult-established concepts of completion, achievement, and failure. Activities should be designed to concentrate on furthering

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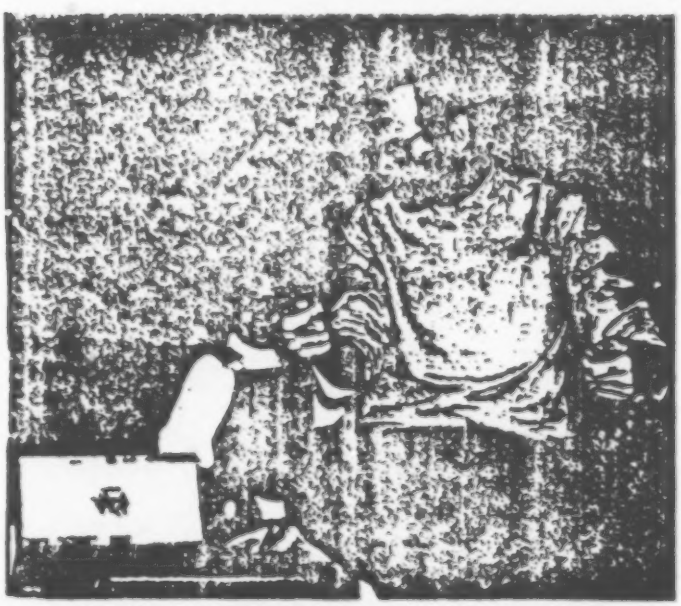
emerging skills through creative activity and intense involvement.

D. **Learning activities and materials should be concrete, real, and relevant to the lives of young children** (Almy, 1975; Biber, 1984; Evans, 1984; Forman & Kuschner, 1983; Hawkins, 1970; Hirsch, 1984; Holt, 1979; Kamii, 1985; Kline, 1985; Piaget, 1972; Schickedanz, 1986; Seefeldt, 1986; Smith, 1985; Weber, 1984).

Children need years of play with real objects and events before they are able to understand the meaning of symbols such as letters and numbers. Learning takes place as young children touch, manipulate, and experiment with things and interact with people. Throughout early childhood, children's concepts and language gradually develop to enable them to understand more abstract or symbolic information. Pictures and stories should be used frequently to build upon children's real experiences.

Workbooks, worksheets, coloring books, and adult-made models of art products for children to copy are *not* appropriate for young children, especially those younger than 6. Children older than 5 show increasing abilities to learn through written exercises, oral presentations, and other adult-directed teaching strategies.



Subjects & Predicates

Child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice.

However, the child's active participation in self-directed play with concrete, real-life experiences continues to be a key to motivated, meaningful learning in kindergarten and the primary grades.

Basic learning materials and activities for an appropriate curriculum include sand, water, clay, and accessories to use with them; table, unit, and hollow blocks; puzzles with varying numbers of pieces; many types of games; a variety of small manipulative toys; dramatic play props such as those for housekeeping and transportation; a variety of science investigation equipment and items to explore; a changing selection of appropriate and aesthetically pleasing books and recordings; supplies of paper, water-based paint, and markers, and other materials for creative expression; large muscle equipment; field trips; classroom responsibilities, such as helping with routines; and positive interactions and problem-solving opportunities with other children and adults.

E. **Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range** (Kitano, 1982; Languis, Sanders, & Tipps, 1980; Schickedanz, Schickedanz, & Forsyth, 1982; Souweine, Crimmins, & Mazel, 1981; Upholt & Gilmore, 1985).

Activities and equipment should be provided for a chronological age range which in many cases is at least 12 months. However, the normal developmental age range in any group may be as much as 2 years. Some mainstreamed situations will demand a wider range of expectations. When the developmental age range of a group is more than 18 months, the need increases for a large variety of furnishings, equipment, and teaching strategies. The complexity of materials should also reflect the age span of the group. For example, a group that includes 3-, 4-, and 5-year-olds would need books of varying length and complexity; puzzles with varying numbers and sizes of pieces; games that require a range of skills and abilities to follow rules; and other diverse materials, teaching methods, and room arrangements.

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F. **Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills** (Davidson, 1985; Ferreiro & Teberosky, 1982; Forman & Kaden, 1986; Gerber, 1982; Gilbert, 1981; Gonzalez-Mena & Eyer, 1980; Greenberg, 1976; Hill, 1979; Hirsch, 1984; Holt, 1979; Honig, 1980, 1981; Kamii, 1982, 1985; Kamii & DeVries, 1980; Lasky & Mukerji, 1980; McDonald, 1979; National Institute of Education, 1984; Schickedanz, 1986; Smith, 1982; Smith, 1983; Sparling, 1984; Stewart, 1982; Veach, 1977; Willert & Kamii, 1985; Willis & Ricciuti, 1975).

As children work with materials or activities, teachers listen, observe, and interpret children's behavior. Teachers can then facilitate children's involvement and learning by asking questions, making suggestions, or adding more complex materials or ideas to a situation. During a program year, as well as from one year to another, activities and environments for children should change in arrangement and inventory, and special events should also be planned. Examples of developmentally appropriate learning activities for various age groups follow.

Carolyn Williams

Learning activities and materials should be concrete, real, and relevant to the lives of young children.

1. Infants and toddlers

Infants and toddlers learn by experiencing the environment through their senses (seeing, hearing, tasting, smelling, and feeling), by physically moving around, and through social interaction. Nonmobile infants absorb and organize a great deal of information about the world around them, so adults talk and sing with them about what is happening and bring them objects to observe and manipulate. At times adults carry nonmobile infants around the environment to show them interesting events and people. Mobile infants and toddlers increasingly use toys, language, and other learning materials in their play.

Adults play a vital socialization role with infants and toddlers. Warm, positive relationships with adults help infants develop a sense of trust in the world and feelings of competence. These interactions are critical for the development of the children's healthy self-esteem. The trusted adult becomes the secure base from which the mobile infant or toddler explores the environment.

Important independence skills are being acquired during these years, including personal care such as toileting, feeding, and dressing. The most appropriate teaching technique for this age group is to give ample opportunities for the children to use self-initiated repetition to practice newly acquired skills and to experience feelings of autonomy and success. Infants will bat at, grasp, bang, or drop their toys. Patience is essential as a toddler struggles to put on a sweater. Imitation, hiding, and naming games are also important for learning at this age. Realistic toys will enable children to engage in increasingly complex types of play.

Two-year-olds are learning to produce language rapidly. They need simple books, pictures, puzzles, and music, and time and space for active play such as jumping, running, and dancing. Toddlers are acquiring

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David Phillips

Infants and toddlers learn by experiencing the environment through their senses

social skills, but in groups there should be several of the same toy because egocentric toddlers are not yet able to understand the concept of sharing.

2. ***Three-, 4-, and 5-year-olds***

Curriculum for 3-year-olds should emphasize language, activity, and movement, with major emphasis on large muscle activity. Appropriate activities include dramatic play, wheel toys and climbers, puzzles and blocks, and opportunities to talk and listen to simple stories.

Four-year-olds enjoy a greater variety of experiences and more small motor activities like scissors, art, manipulatives, and cooking. They are more able to concentrate and remember as well as recognize objects by shape, color, or size. Four-year-olds are developing basic math concepts and problem-solving skills.

Some 4-year-olds and most 5-year-olds combine ideas into more complex relations (for example, number concepts such as one-to-one correspondence) and have growing memory capacity and fine motor physical skills. Some 4-year-olds and most 5's display a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their own names. Activities designed solely to teach the alphabet, phonics, and penmanship are much less appropriate for this age group than providing a print-rich environment that stimulates the development of language and literacy skills in a meaningful context.

Curriculum for 4's and 5's can expand beyond the child's immediate experience of self, home, and family to include special events and trips. Five-year-olds are developing interest in community and the world outside their own. They also use motor skills well, even daringly, and show increasing ability to pay attention for longer times and in larger groups if the topic is meaningful.

3. ***Six-, 7-, and 8-year-olds***

Six-year-olds are active and demonstrate considerable verbal ability; they are becoming interested in games and rules and develop concepts and problem-solving skills from these experiences. Most 6-year-olds and many 7- and 8-year-olds may be more mature mentally than physically. Therefore, hands-on activity and experimentation is more appropriate for this age group than fatiguing mechanical seatwork.

Seven-year-olds seem to need time to catch up and practice with many newly acquired physical and cognitive skills. They become increasingly able to reason, to listen to others, and to show social give-and-take.

Eight-year-olds combine great curiosity with increased social interest. Now they are able to learn about other, more distant peoples. During first, second, and third grade, children can learn from the symbolic experiences of reading books and listening to stories; however, their understanding of what they read is based on their ability to relate the written word to their own experience. Primary grade children also learn to communicate through written language, dictating or writing stories about their own experiences or fantasies. The same is true of the development of number concepts. Children's mathematical concepts develop from their own thinking during games and real-life experiences that involve quantification, such as cooking or carpentry.

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Marietta Lynch

Teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking (Elkind, 1986; Forman & Kuschner, 1983; Goffin & Tull, 1985; Kamii & Lee-Katz, 1979; Lay-Dopyera & Dopyera, 1986; Sackoff & Hart, 1984; Skeen, Garner, & Cartwright, 1984; Sparling, 1984).

Children of all ages need uninterrupted periods of time to become involved, investigate, select, and persist at activities. The teacher's role in child-chosen activity is to prepare the environment with stimulating, challenging activity choices and then to facilitate children's engagement. In developmentally appropriate programs, adults:

1. provide a rich variety of activities and materials from which to choose.

   Such variety increases the likelihood of a child's prolonged or satisfied attention and increases independence and opportunity for making decisions.

2. offer children the choice to participate in a small group or in a solitary activity.

3. assist and guide children who are not yet able to use easily and enjoy child-choice activity periods.

4. provide opportunities for child-initiated, child-directed practice of skills as a self-chosen activity.

   Children need opportunities to repeat acquired skills to fully assimilate their learning. Repetition that is initiated and directed by the child, not adult-directed drill and practice, is most valuable for assimilation.

H. Multicultural and nonsexist experiences, materials, and equipment should be provided for children of all ages (Ramsey, 1979, 1980, 1982; Saracho & Spodek, 1983; Sprung, 1978).

Providing a wide variety of multicultural, nonstereotyping materials and activities helps

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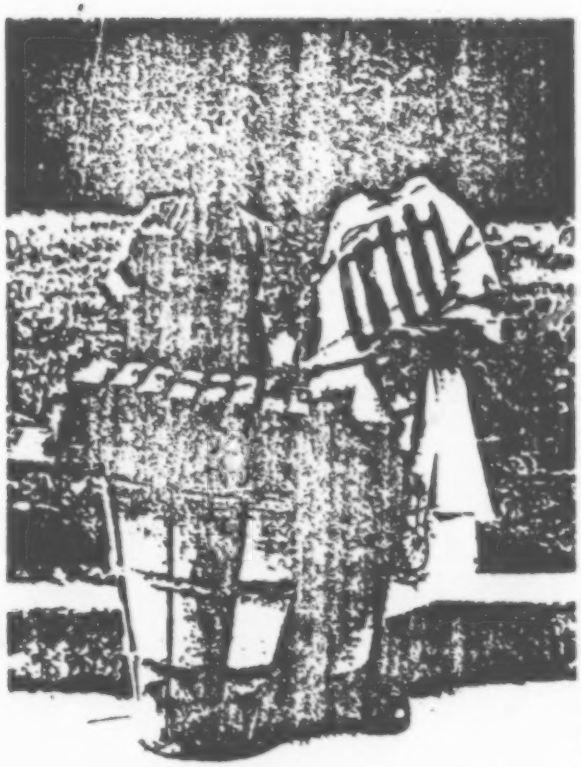
ensure the individual appropriateness of the curriculum and also

1. enhances each child's self-concept and esteem,
2. supports the integrity of the child's family,
3. enhances the child's learning processes in both the home and the early childhood program by strengthening ties,
4. extends experiences of children and their families to include knowledge of the ways of others, especially those who share the community, and
5. enriches the lives of all participants with respectful acceptance and appreciation of differences and similarities among them.

Multicultural experiences should not be limited to a celebration of holidays and should include foods, music, families, shelter, and other aspects common to all cultures.



Nya Kwiawon Taryor

Multicultural experiences should not be limited to a celebration of holidays and should include foods, music, families, shelter, and other aspects common to all cultures

I. Adults provide a balance of rest and active movement for children throughout the program day (Cratty, 1982; Curtis, 1986; Hendrick, 1986; Stewart, 1982; Willis & Ricciuti, 1975).

For infants and toddlers, naps and quiet activities such as listening to rhymes and music provide periodic rest from the intense physical exploration that is characteristic of this age group. Two-year-olds, and many 3's, will need morning and/or afternoon naps, and should also have periods of carefully planned transition to quieting-down or rousing, especially before and after eating and sleeping. Children at about 2½- to 3-years-old become able to maintain brief interest in occasional small-group, teacher-conducted activities, and may enjoy quiet stories, music, and fingerplays together between periods of intense activity. Most 4's and many 5's still need naps, especially if their waking days are very long as they are in some child care situations. Children at this age need planned alternations of active and quiet activities and are usually willing to participate in brief, interesting, small-group activities. Older children continue to need alternating periods of active and quiet activity throughout the day, beyond traditionally provided recess.

The pace of the program day will vary depending on the length of time children are present, but children should never be rushed and schedules should be flexible enough to take advantage of impromptu experiences. The balance between active and quiet activity should be maintained throughout the day by alternating activities.

J. Outdoor experiences should be provided for children of all ages (Cratty, 1982; Curtis, 1986; Frost & Klein, 1979).

Because their physical development is occurring so rapidly, young children through age 8 need daily outdoor experiences to practice large muscle skills, learn about outdoor environments, and experience freedom not always possible indoors. Outdoor time is an integral part of the curriculum and requires planning; it is not simply a time for children to release pent-up energy.

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Steve Herzog

Children should never be rushed and schedules should be flexible enough to take advantage of impromptu experiences. The balance between active and quiet activity should be maintained throughout the day.

II. Adult-Child Interaction

The developmental appropriateness of an early childhood program is most apparent in the interactions between adults and children. Developmentally appropriate interactions are based on adults' knowledge and expectations of age-appropriate behavior in children balanced by adults' awareness of individual differences among children.

A. Adults respond quickly and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities (Bell & Ainsworth, 1972; Erikson, 1950; Genishi, 1986; Greenspan & Greenspan, 1985; Honig, 1980, 1981; Lozoff, Brillenham, Trause, Kennell, & Klaus, 1977; Shure & Spivak, 1978; Smith & Davis, 1976).

Appropriate responses vary with the age of the child. Adults should respond immediately to infants' cries of distress. The response should be warm and soothing as the adult identifies the child's needs. Adults should also respond appropriately to infants' vocalizations, manipulation of objects, and movement, as these are the ways infants communicate. Adults hold and touch infants frequently; talk and sing to infants in a soothing, friendly voice; smile and maintain eye contact with infants. For toddlers and 2-year-olds, adults remain close by, giving attention and physical comfort as needed. Adults repeat children's words, paraphrase, or use synonyms or actions to help assure toddlers that they are understood. As children get older, adult responses are characterized by less physical communication and more verbal responsiveness, although immediacy is still important. Positive responses such as smiles and interest, and concentrated attention on children's activity, are important. Adults move quietly and circulate among individuals in groups to communicate with children in a friendly and relaxed manner.

Subjects & Predicates

The developmental appropriateness of an early childhood program is most apparent in the interactions between adults and children.

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From infancy through the primary grades, adult communication with children is facilitated by sitting low or kneeling, and making eye contact. With all age groups, adults should also be aware of the powerful influence of modeling and other nonverbal communication; adults' actions should be compatible with their verbal messages and confirm that children understand their messages.

B. Adults provide many varied opportunities for children to communicate (Cazden, 1981; Genishi, 1986; Gordon, 1970, 1975; Greenspan & Greenspan, 1985; McAfee, 1985; Schachter & Strage, 1982; Schickedanz, 1986; Lay-Dopyera & Dopyera, 1986).

Children acquire communication skills through hearing and using language, and as adults listen and respond to what children say. Communication skills grow out of the desire to use language to express needs, insights, and excitement, and to solve problems. Children do not learn language, or any other concepts, by being quiet and listening to a lecture from an adult. Listening experiences—when there is something meaningful to listen to such as a story or poetry—can enrich language learning. Most language interaction with infants and toddlers is on an individual basis, although occasionally a group of two or three children may gather to hear an absorbing story. Throughout the preschool years, individual abilities to sit and pay attention will vary considerably, but time periods are short and groups should be small. During kindergarten and the primary grades, children can listen to directions or stories for longer periods of time (gradually expanding as children get older). Individual and small group interactions are still the most effective because children have the opportunity for two-way communication with adults and other children. Total group instructional techniques are *not* as effective in facilitating the development of communication skills and other learning in young children.

Equally important are opportunities for children to engage in two-way communication with others. Infants use crying and body movements to communicate. Adult responses to this communication, including the use of soothing language and descriptions of what is happening, build the foundation for children's ability to use language and their ability to feel good about themselves. Children rapidly expand their ability to understand language in their early years, and from about the age of 2, children can engage in increasingly interesting and lengthy conversations with adults and other children. These one-on-one exchanges are critical throughout the early years. Children's questions, and their responses to questions, particularly open-ended questions, provide valuable information about the individual's level of thinking.

C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement. Adults recognize that children learn from trial and error and that children's misconceptions reflect their developing thoughts (Cohen, Stern, & Balaban, 1983; Elkind, 1986; Gottfried, 1983; Kamii, 1985; Piaget, 1950; Veach, 1977; Wallinga & Sweaney, 1985; Wellman, 1982; Zavitkovsky, Baker, Berlfein, & Almy, 1986).

Real successes are important incentives for people of all ages to continue learning and maintain motivation. Children learn from their own mistakes. Adults can examine the problem with the child and, if appropriate, encourage the child to try again or to find alternatives. Teachers plan many open-ended activities that have more than one right answer, and value the unique responses of individual children.

D. Teachers are alert to signs of undue stress in children's behavior, and aware of appropriate stress-reducing activities and techniques (Dreikurs, Grunwald, & Pepper, 1982; Elkind, 1986; Garda, 1973; Honig, 1986; McCracken, 1986; Warren, 1977).

Formal, inappropriate instructional techniques are a source of stress for young children. When children exhibit stress-related behavior, teachers should examine the program to ensure that expectations are appropriate and not placing excessive demands on children.

When children experience stress from other sources, adults can find ways to reduce or eliminate the problem, or help children cope with it. Appropriate adult behaviors may include cuddling and soothing a crying infant; ol-

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fering a toddler a favorite toy; providing books, water play, body movement, music, and quiet times for older children; and physically comforting and listening to the concerns of a child of any age who is in distress. Children's responses to stress are as individual as their learning styles. An understanding adult who is sensitive to individual children's reactions is the key to providing appropriate comfort.

E. **Adults facilitate the development of self-esteem by expressing respect, acceptance, and comfort for children, regardless of the child's behavior** (Coppersmith, 1975; Gordon, 1970, 1975; Greenspan & Greenspan, 1985; Kobak, 1979; Kuczynski, 1983; Lickona, 1983; Moore, 1982; Mussen & Eisenberg-Bert, 1977; Riley, 1984; Rubin & Everett, 1982; Smith & Davis, 1976; Stone, 1978).

Understanding behavior that is not unusual for young children, such as messiness, interest in body parts and genital differences, crying and resistance, aggression, and later infraction of rules and truth, is the basis for appropriate guidance of young children. Developmentally appropriate guidance demonstrates respect for children. It helps them understand and grow, and is directed toward helping children develop self-control and the ability to make better decisions in the future.

Adult behaviors that are *never* acceptable toward children include: screaming in anger; neglect; inflicting physical or emotional pain; criticism of a child's person or family by ridiculing, blaming, teasing, insulting, name-calling, threatening, or using frightening or humiliating punishment. Adults should not laugh at children's behavior, nor discuss it among themselves in the presence of children.

F. **Adults facilitate the development of self-control in children** (Asher, Renshaw, & Hymel, 1982; Baker, Gardner, & Mahler, 1986; Hoffman, 1975; Honig, 1985; Kopp, 1982; Lutton, 1979; Miller, 1984; Moore, 1982; Rogers & Ross, 1986; Schaffer, 1984; Stone, 1978; Wolfgang & Glickman, 1980; Yarrow, Scott, & Waxler, 1973; Yarrow & Waxler, 1976).

Children learn self-control when adults treat them with dignity and use discipline techniques such as

1. guiding children by setting clear, consistent, fair limits for classroom behavior; or in the case of older children, helping them to set their own limits;
2. valuing mistakes as learning opportunities;
3. redirecting children to more acceptable behavior or activity;
4. listening when children talk about their feelings and frustrations;
5. guiding children to resolve conflicts and modeling skills that help children to solve their own problems; and
6. patiently reminding children of rules and their rationale as needed.

Subjects & Predicates

Developmentally appropriate guidance demonstrates respect for children. It helps them understand and grow and is directed toward helping children develop self-control and the ability to make better decisions in the future

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G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills (Stewart, 1982; Veach, 1977).

Adults must constantly and closely supervise and attend every child younger than the age of 3. They must be close enough to touch infants when awake, catch a climbing toddler before she hits the ground, be aware of every move of a 2-year-old, and be close enough to offer another toy when 2-year-olds have difficulty sharing. Adults must be responsible for 3- to 5-year-old children at all times, in an environment sufficiently open to permit it. Children older than 5 may be deemed, on individual bases, mature enough to leave the classroom or run independent errands within a building. This should happen only with the adult's permission and specific knowledge.

Children in all early childhood settings must be protected from unauthorized (by the guardian/family) adults and older children. Parents should be welcome visitors in the program, but provisions should be made for limited access to buildings, careful and close supervision of outdoor play areas, and policies which demand that visiting adults check with the administrative office before entering the children's areas. Constant adult vigilance is required with children birth through age 8 years. Young children should not be given the burden of protecting themselves from adults.

III. Relations Between the Home and Program

To achieve individually appropriate programs for young children, early childhood teachers must work in partnership with families and communicate regularly with children's parents.

A. Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families (Brazelton, 1984; Croft, 1979; Dittmann, 1984; Honig, 1982; Katz, 1980; Lightfoot, 1978; Moore, 1982; Weissbourd, 1981).

During early childhood, children are largely dependent on their families for identity, security, care, and a general sense of well-being. Communication between families and teachers helps build mutual understanding and guidance, and provides greater consistency for children. Joint planning between families and teachers facilitates major socialization processes, such as toilet learning, developing peer relationships, and entering school.

B. Teachers share child development knowledge, insights, and resources as part of regular communication and conferences with family members (Brazelton, 1984; Croft, 1979; Dittmann, 1984; Lightfoot, 1978).

Mutual sharing of information and insights about the individual child's needs and developmental strides help both the family and the program. Regular communication and understanding about child development form a basis for mutual problem solving about concerns regarding behavior and growth. Teachers seek information from parents about individual children. Teachers promote mutual respect by recognizing and acknowledging different points of view to help minimize confusion for children.

C. Teachers, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level or program to another (Baker, Gardner, & Mahler, 1986; Lightfoot, 1978; Meisels, 1985; Ziegler, 1985).

Continuity of educational experience is critical to supporting development. Such continuity results from communication both horizontally, as children change programs within a given year, and vertically, as children move on to other settings.

IV. Developmental Evaluation of Children

Assessment of individual children's development and learning is essential for planning and implementing developmentally appropriate programs, but should be used with caution to prevent discrimination against individuals and to ensure accuracy. Accurate testing can only be achieved with reliable, valid instruments and such instruments developed for use with young children are ex-

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tremely rare. In the absence of valid instruments, testing is not valuable. Therefore, assessment of young children should rely heavily on the results of observations of their development and descriptive data.

A. Decisions that have a major impact on children such as enrollment, retention, or placement are not made on the basis of a single developmental assessment or screening device but consider other relevant information, particularly observations by teachers and parents. Developmental assessment of children's progress and achievements is used to adapt curriculum to match the developmental needs of children, to communicate with the child's family, and to evaluate the program's effectiveness (Cohen, Stern, & Balaban, 1983; Goodman & Goodman, 1982; Meisels, 1985; Standards for Educational and Psychological Testing, 1985; Uphoff & Gilmore, 1985).

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Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people.

Scores on psychometric tests that measure narrowly defined academic skills should never be the sole criterion for recommending enrollment or retention in a program, or placement in special or remedial classes. Likewise, assessment of children should be used to evaluate the effectiveness of the curriculum, but the performance of children on standardized tests should not determine curriculum decisions.

B. Developmental assessments and observations are used to identify children who have special needs and/or who are at risk and to plan appropriate curriculum for them (Meisels, 1985).

This information is used to provide appropriate programming for these children and may be used in making professional referrals to families.

C. Developmental expectations based on standardized measurements and norms should compare any child or group of children only to normative information that is not only age-matched, but also gender-, culture-, and socioeconomically appropriate (Meisels, 1985; Standards for Educational and Psychological Testing, 1985; Uphoff & Gilmore, 1985).

The validity of comparative data analysis is questionable in the absence of such considerations.

D. In public schools, there should be a developmentally appropriate placement for every child of legal entry age.

No public school program should deny access to children of legal entry age on the basis of lack of maturational "readiness." For example, a kindergarten program that denies access to many 5-year-olds is not meeting the needs of its clients. Curriculum should be planned for the developmental levels of children and emphasize individual planning to address a wide range of developmental levels in a single classroom. It is the responsibility of the educational system to adjust to the developmental needs and levels of the children it serves; children should not be expected to adapt to an inappropriate system.

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Policies Essential for Achieving Developmentally Appropriate Early Childhood Programs

The following policies are essential to implement NAEYC's Guidelines for Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. NAEYC strongly recommends that policy-making groups at the state and local levels consider the following when implementing early childhood programs.

A. **Early childhood teachers should have college-level specialized preparation in early childhood education/child development. Teachers in early childhood programs, regardless of credentialed status, should be encouraged and supported to obtain and maintain current knowledge of child development and its application to early childhood educational practice** (Almy, 1982; Feeney & Chun, 1985; NAEYC, 1982, 1985; Ruopp, Travers, Glantz, & Coelen, 1979).

Teachers must be knowledgeable about child development before they can implement a program based on child development principles. Implementing a developmentally appropriate program also requires preparation that is specifically designed for teaching young children through an individualized, concrete, experiential approach. Such preparation includes a foundation in theory and research of child development from birth through age 8, developmentally appropriate instructional methods, and field experiences.

B. **Early childhood teachers should have practical experience teaching the age group. Therefore, regardless of credentialed status, teachers who have not previously taught young children should have supervised experience with young children before they can be in charge of a group** (NAEYC, 1982, 1984).

C. **Implementation of developmentally appropriate early childhood programs requires limiting the size of the group and providing sufficient numbers of adults to provide individualized and age-appropriate care and education** (NAEYC, 1985; Ruopp, Travers, Glantz, & Coelen, 1979).

Even the most well-qualified teacher cannot individualize instruction and adequately supervise too large a group of young children. An acceptable adult-child ratio for 4- and 5-year-olds is 2 adults with no more than 20 children. Younger children require much smaller groups. Group size, and thus ratio of children to adults, should increase gradually through the primary grades.

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National Association for the Education of Young Children

Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-Year-Olds

Background information

In the mid 1980s, a great deal of public attention has focused on the quality of our nation's educational system. Early childhood education programs for 4- and 5-year-old children have become the focus of some controversy. Various issues are under debate, including the length of program day for this age group, the effect of various forms of sponsorship, and the nature of the curriculum.

Curriculum issues are of particular concern to early childhood educators in light of the increasingly widespread demand for use of inappropriate formal teaching techniques for young children, over-emphasis on achievement of narrowly defined academic skills, and increased reliance on psychometric tests to determine enrollment and retention in programs.

These trends are primarily the result of misconceptions about how young children learn (Elkind, 1986). In many cases, concerned adults, who want children to succeed, apply adult education standards to the curriculum for young children and pressure early childhood programs to demonstrate that children are "really learning." Many programs respond by emphasizing academic skill development with paper-and-pencil activities that are developmentally inappropriate for young children.

The National Association for the Education of Young Children (NAEYC), the nation's largest professional association of early childhood educators, believes that high quality, developmentally appropriate programs should be available for all 4- and 5-year-old children. NAEYC believes that quality is not determined by the length of the program day or by the sponsorship, although these factors can affect quality. NAEYC believes that a major determinant of the quality of an early childhood program is the degree to which the program is developmentally appropriate. This position statement describes both appropriate practices and inappropriate practices in early childhood programs. These beliefs about appropriate practice are supported by a growing body of both laboratory and clinical classroom research and theory. This statement is intended for use by teachers, parents, school administrators, policy makers, and others who provide educational programs for 4- and 5-year-olds.

Position Statement

How young children learn

Young children learn by doing. The work of Piaget (1950, 1972), Montessori (1964), Erikson (1950), and other child development theorists and researchers (Elkind, 1986; Kamii, 1985) has demonstrated that learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world. Maturation is an important contributor to learning because it provides a framework from which children's learning proceeds. As children get older, they acquire new skills and experiences that facilitate the learning process. For example, as children grow physically, they are more able to manipulate and explore their own environment. Also, as children mature, they are more able to understand the point of view of other people.

Knowledge is not something that is given to children as though they were empty vessels to be filled. Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world.

How to teach young children

How young children learn should determine how teachers of young children teach. The word *teach* tends to imply *telling* or *giving information.* But the correct way to teach young children is not to lecture or verbally instruct them. Teachers of young children are more like guides or facilitators (Forman & Kuschner, 1983; Lay-Dopyera & Dopyera, 1986; Piaget, 1972). They prepare the environment so that it provides stimulating, challenging materials and activities for children. Then, teachers closely observe to see what children understand and pose additional challenges to push their thinking further.

It is possible to drill children until they can correctly recite pieces of information such as the alphabet or the numerals from 1 to 20. However, children's responses to rote tasks do not reflect real understanding of the information. For children to understand fully and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.

Learning information in meaningful context is not only essential for children's understanding and development of concepts, but is also important for stimulating motivation in children. If learning is relevant for children, they are more likely to persist with a task and to be motivated to learn more.

The following example illustrates how young children learn, some appropriate ways to teach young children, and how all aspects of children's development are interrelated in appropriate activities for young children.

> A group of 4-, 5-, and 6-year-old kindergarten children is building a road with unit blocks. One child mentions that his mother is in the hospital, and some of the others begin to share their ideas and fears about what happens in a hospital.
>
> This activity may develop in one of two basic ways. With either type of direction, however, children will have an opportunity to expand their knowledge and skills in all developmental areas. The children will exchange ideas about, fears of, and ways of coping with hospitals as they talk. They will use their large and small muscles to experiment with balance, weight, and symmetry and other mathematical concepts as they build with the blocks. As they play, the children will practice ways to cooperate and collaborate with others; they may even plan the hospital before they build. While they play, they may need written words, perhaps as labels for *emergency* or road signs. At the conclusion of the activity, they will feel competent about their ability to sustain a complex activity and confront their emotional concerns.
>
> The activity may develop one way if the children are very familiar with hospitals, know each other well, and have adequate play space and access to a variety of props and materials. The activity may be primarily self-motivated and self-directed. The children may design an elaborate hospital, use tables for stretchers, apply bandages, and write out prescriptions on pads of paper. The teacher for this group serves primarily as a resource, to write a sign when the children request it, for instance, or to make arrangements for a field trip or classroom visitor to explore an idea about hospitals or health or construction in greater detail.
>
> If the children are younger or less experienced, the activity may develop differently. The teacher may need to stimulate and promote the activity more actively to extend it. The teacher may observe that the children's play is limited to driving ambulances on the road and making the sounds of screaming sirens as they enter the

Rich Rosenkoetter

For children to fully understand and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.

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Subjects & Predicates

Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning

emergency area of the hospital. This teacher might ask some open-ended questions about what happens next to the patient in the ambulance, or what items are found in the hospital. If the children express interest, several opportunities can then be offered to stimulate their thinking and ability to expand their play. Perhaps props such as stethoscopes, bandages, or hospital gowns will give the children the tools to explore what happens after the ambulance arrives. If the children's experience is limited, maybe a story with illustrations will prompt more elaborate play later in the day, or a field trip can be taken so children can see some parts of a hospital firsthand. Perhaps the children will carry out the theme in their artwork or by dictating stories about the times when they were sick at home.

Regardless of how the activity develops, the teacher observes the play and makes professional judgments about how to build upon the children's understanding and concerns.

Developmentally appropriate practice for 4- and 5-year-olds

Developmentally appropriate teaching strategies are based on knowledge of how young children learn. Curriculum derives from many sources such as the knowledge base of various disciplines, society, culture, and parents' desires. The degree to which both teaching strategies and the curriculum are developmentally appropriate is a major determinant of program quality. Developmentally appropriate programs are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Because people develop concepts from both positive and negative examples, the components of a program for 4- and 5-year-olds are described here both in terms of what is appropriate and what is *not* appropriate practice. These components overlap considerably and have been identified here for purposes of clarity only.

Marietta Lynch

Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.

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Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for 4- and 5-Year-Old Children

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Experiences are provided that meet children's needs and stimulate learning in all developmental areas—physical, social, emotional, and intellectual.	• Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.
	• Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	• Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
	• Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	• Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.
Teaching strategies	• Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	• Teachers use highly structured, teacher-directed lessons almost exclusively.
	• Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.	• The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.
	• Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	• Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.
	• Children work individually or in small, informal groups most of the time.	• Large group, teacher-directed instruction is used most of the time.
	• Children are provided concrete learning activities with materials and people relevant to their own life experiences.	• Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.

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Component	APPROPRIATE Practice	INAPPROPRIATE Practice
	• Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	• Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
	• Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	• Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Guidance of socioemotional development	• Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	• Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
	• Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.	• Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.
Language development and literacy	• Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.	• Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

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Elaine M. Ward

Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.

Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.

Subjects & Predicates

Paul M. Schrock Photos

Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems.

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Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Cognitive development	• Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	• Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.
Physical development	• Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	• Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
	• Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	• Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.
Aesthetic development	• Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	• Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Motivation	• Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	• Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

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Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Parent-teacher relations	• Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	• Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.
Assessment of children	• Decisions that have a major impact on children (such as enrollment, retention, assignment to remedial classes) are based primarily on information obtained from observations by teachers and parents, not on the basis of a single test score. Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.	• Psychometric tests are used as the sole criterion to prohibit entrance to the program or to recommend that children be retained or placed in remedial classrooms.
Program entry	• In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.	• Eligible-age children are denied entry to kindergarten or retained in kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.
Teacher qualifications	• Teachers are qualified to work with 4- and 5-year-olds through college-level preparation in Early Childhood Education or Child Development and supervised experience with this age group.	• Teachers with no specialized training or supervised experience working with 4- and 5-year-olds are viewed as qualified because they are state certified, regardless of the level of certification.
Staffing	• The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four- and 5-year-olds are in groups of no more than 20 children with 2 adults.	• Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for 4- and 5-year-olds as for elementary grades.

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Joann Bush

Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification.

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Appendix L:

CIBI Social Studies Curriculum

Component I: Working Definitions

STRAND A - FAMILY

Definition of Family

The family is the basic social unit of society. It is the association of adults and children in a care giving relationship for the purpose of:

- Providing physical protection and development
- Providing mental, emotional and spiritual stability and development
- Politicizing to inspire in the children a desire to build and participate in independent structures that work in the interest of the largest number of Afrikan people at every level of human involvement
- Giving early education and enculturation: developing in the children the intellectual skills and social values that will enable them to build and participate in such structures as described above

Criteria for Evaluating Families

- Provides for physical protection
- Provides for physical development
- Provides for mental stability development
- Provides for emotional stability development
- Provides for spiritual development
- Provides for political development
- Provides for social development

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Criteria for Evaluating Leadership in the Family

- Vision – the ability to conceptualize beyond present conditions an idealized future
- Administrative Skills – the ability to organize people and resources for the accomplishment of goals
- Inspirational – the ability to stimulate/motivate people to work in the interest of the family, community, nation and race
- Flexibility – the ability to adapt to changed conditions
- Humility – ability to recognize and accept direction from other members of the community
- Consistency – ability to maintain and practice goals, standards, and values (set by the group) in the face of trials and tribulations over extended periods of time
- Organizational Base – maintains a strong relationship with a viable organization in the community, nation and race
- Traditional Ideas – the active promotion of the traditions and values of the family, community, nation and race
- Correctness of Ideas – ideas are judged by the degree to which those ideas speak to the greatest good for the greatest number of people
- Courageousness – the ability to confront adversity undaunted and unbent

STRAND B - COMMUNITY

Definition of Community

The community is an association of individuals, families and institutions which is defined and delimited by shared history, values, traditions. The functions of the community are to:

- Provide for physical security
- Equitably provide and distribute, for all its members, goods and services which include clothing, food, housing, energy,

health services, sanitation, transportation, education and recreation

- Maintain a system of government which is representative of its people
- Maintain institutions of law and justice that are equally applied to all its members
- Promote a sense of unity wherein its values, and traditions are maintained and reinforced

Criteria for Evaluating Community

- Provides physical security
- Provides goods and services
- Equitably distributes those goods and services
- Maintains a representative governing structure
- Maintains institutions of law and justice
- Promotes a sense of unity

Criteria for Evaluating Leadership in the Community

- Vision – the ability to conceptualize beyond present conditions an idealized future
- Administrative Skills – the ability to organize people and resources for the accomplishment of goals
- Inspirational – the ability to stimulate/motivate people to work in the interest of the family, community, nation and race
- Flexibility – the ability to adapt to changed conditions
- Humility – ability to recognize and accept direction from other members of the community
- Consistency – ability to maintain and practice goals, standards, and values (set by the group) in the face of trials and tribulations over extended periods of time
- Organizational Base – maintains a strong relationship with a viable organization in the community, nation and race

- Traditional Ideas – the active promotion of the traditions and values of the family, community, nation and race
- Correctness of Ideas – ideas are judged by the degree to which those ideas speak to the greatest good for the greatest number of people
- Courageousness – the ability to confront adversity undaunted and unbent

STRAND C - NATION (AFRIKANS IN AMERICA)

Definition of Nation

A nation is an organization of communities which is defined by its shared history, language, and values, existing within a definite geographical area. A nation's functions are:

- To provide physical protection and security for its member communities and institutions
- To develop its natural resources in the best interests of its members
- To equitably distribute the wealth amongst its members
- To foster the maximum development of its human resources in the interest of the national advancement (i.e. effective utilization of available trained and skilled population and the training and educating of the unskilled population)
- To provide a national system for the production of goods and services
- To provide an equitable system for the delivery of goods and services
- To maintain a system of government which is representative of all its people
- To promote national identity and allegiance among all of its members

Criteria for Evaluating the Nation

- Provides physical protection
- Develops natural resources
- Distributes wealth equitably
- Develops human resources
- Provides goods and services
- Distributes goods and services
- Provides representative government
- Promotes national identity

Criteria for Evaluating Leadership in the Nation

- Vision – the ability to conceptualize beyond present conditions to an idealized future
- Administrative Skills – the ability to organize people and resources for the accomplishment of goals
- Inspirational – the ability to stimulate/motivate people to work in the interest of the family, community, nation and race
- Flexibility – the ability to adapt to changed conditions
- Humility – ability to recognize and accept direction from other members of the community
- Consistency – ability to maintain and practice goals, standards, and values (set by the group) in the face of trials and tribulations over extended periods of time
- Organizational Base – maintains a strong relationship with a viable organization in the community, nation and race
- Traditional Ideas – the active promotion of the traditions and values of the family, community, nation and race
- Correctness of Ideas – ideas are judged by the degree to which those ideas speak to the greatest good for the greatest number of people
- Courageousness – the ability to confront adversity undaunted and unbent

STRAND D - RACE

Definition of Race

Race is a division of humanity with similar physical features, similar cultures and common geographical origins. Race is further defined by common history and common political and economic interests.

Guideline to the Study of Race

Origins (Afrikan origin of humanity)
- Anthropological discoveries/development
- Monogenesis
- Mythology
- Political and economic determinants

History
- Afrikan civilizations in antiquity
- Major themes (empire, foreign domination, migration and dispersal, Arabic and European slave trades, colonialism, assimilationism and nationalism)

Goals
- National independence
- Pan Afrikanism
- Rebuilding Afrikan civilization (cultural, economic and political independence)

Criteria for Evaluating Leadership in the Race

- Vision – the ability to conceptualize beyond present conditions an idealized future
- Administrative Skills – the ability to organize people and resources for the accomplishment of goals
- Inspirational – the ability to stimulate/motivate people to work in the interest of the family, community, nation and race

- Flexibility – the ability to adapt to changed conditions
- Humility – ability to recognize and accept direction from other members of the community
- Consistency – ability to maintain and practice goals, standards, and values (set by the group) in the face of trials and tribulations over extended periods of time
- Organizational Base – maintains a strong relationship with a viable organization in the community, nation and race
- Traditional Ideas – the active promotion of the traditions and values of the family, community, nation and race
- Correctness of Ideas – ideas are judged by the degree to which those ideas speak to the greatest good for the greatest number of people
- Courageousness – the ability to confront adversity undaunted and unbent

Component II: Academic Objectives

LEVEL I – PRE-PRIMARY (Ages 2-3½)

Family

1. To identify family members
2. To describe what each member does for one's family
3. To identify family as Afrikan
4. To describe Umoja*
5. To identify members of animal families

Community

1. To describe neighbors
2. To identify students, teachers, parents in school
3. To give name of school and one's own group
4. To describe what members of school do
5. To describe Umoja

Nation

1. To recite school pledges**
2. To name colors of liberation flag
3. To sing 3 liberation songs
4. To identify pictures of Afrikan people in books and magazines
5. To identify freedom fighters from teacher-selected list (born in the United States)
6. To recognize Afrika (shape)
7. To use and respond to Kiswahili greetings / directions
8. To identify Kwanzaa symbols

Race

1. To identify Afrika
2. To identify Afrikan objects and symbols from teacher-selected list
3. To identify continental freedom fighters from teacher-selected list
4. To sing Nguzo Saba song
5. To sing 3 liberation songs
6. To identify black people as Afrikans
7. To identify one country in each region of Afrika

*Umoja, Kujchagulia, Ujima, Ujamaa, Nia, Kuumba, and Imani form the Nguzo Saba (see p. 38)
**The CIBI Pledge is shown in Component III on page 51

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LEVEL II – PRE-PRIMARY (Ages 3-4½)

Family

1. To identify self and family members as Afrikan
2. To identify self as a sister or brother
3. To identify family members and describe their functions / roles
4. To describe how the family works in Umoja
5. To identify families in pictures of continental Afrikans (traditional)
6. To draw a picture of the family
7. To recognize animal families

Community

1. To describe neighbors
2. To identify students, teachers, parents in school
3. To give name of school and one's own group
4. To give names of other groups in school
5. To describe functions of school members
6. To give examples of how community needs are met (fire, flood, etc.)
7. To describe Ujima
8. To name two Afrikan ethnic groups
9. To describe (given lesson) the function of community members in traditional Afrikan setting

Nation

1. To recite school pledges
2. To describe liberation flag (Marcus Garvey - contributions, colors)
3. To sing 5 liberation songs
4. To identify pictures of Afrikans in magazines
5. To identify freedom fighters (born in United States) from teacher-selected list and tell about each
6. To recognize shape of Afrika on a world map and a globe
7. To identify "blacks" as Afrikans
8. To use and respond to Kiswahili greetings / directions
9. To identify Kwanzaa symbols
10. To name birth dates of (Malcolm X, M.L. King, etc.) as "holidays"

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Race

1. To recognize Afrika on a wor d map and globe
2. To identify Afrikan continental freedom fighters from teacher-selected lists and tell something about each
3. To identify one country in each region of Afrika
4. To identify Afrikan objects and symbols from teacher-selected lists
5. To draw a picture of Afrikan people
6. To identify "black" people as Afrikan
7. To recite the Nguzo Saba
8. To name freedom fighters no longer living as ancestors

LEVEL III – PRE-PRIMARY (Ages 4-5½)

Family

1. To identify self and family members as Afrikan
2. To identify self as a sister or a brother
3. To describe the role / function of each family member
4. To describe how Umoja works in the family
5. To describe how Ujima works in the family
6. To describe how Ujamaa works in the family
7. To describe Imani
8. To draw a picture of the family
9. To identify families in pictures of continental Afrikans (traditional setting) and describe functions / roles (given appropriate visual aids: picture of Maasai; question what do the mamas do, babas, etc.)
10. To identify pictures of freedom fighters and their families
11. To identify animal families

Community

1. To describe people in the neighborhood
2. To give examples of how community needs are met (fire, flood, etc.)
3. To draw picture of street on which one lives on
4. To draw picture of one's school and the street on which it is located
5. To give names of one's own group and other groups in the school

6. To describe the function / role of each school member
7. To describe Umoja, Ujima, Ujamaa
8. To describe the functions of community members given a picture / story of traditional setting

Nation

1. To recite school pledges
2. To sing seven liberation songs
3. To describe liberation flag
4. To name Afrika as the home of all Afrikans born in the United States
5. To identify freedom fighters (born in United States) from teacher-selected list and tell about each
6. To recognize shape of Afrika on a world map and a globe
7. To identify "blacks" as Afrikan
8. To use and respond to Kiswahili greeting / directions
9. To identify Kwanzaa symbols
10. To name birth dates of (Malcolm X, M.L. King, etc.) as "holidays"

Race

1. To recognize Afrika on a world map and globe
2. To identify continental freedom fighters from teacher-selected lists and tell something about each
3. To identify three countries in each region of Afrika (North, East, South, West)
4. To identify Afrikan objects and symbols from teacher-selected list
5. To draw a picture of Afrikan people
6. To identify "black" people as Afrikan
7. To recite the Nguzo Saba
8. To describe how Afrikans were brought to America
9. To describe freedom fighters and relatives no longer living as ancestors

Appendix M:

Creativity Assessment

Knowledge Assessment
Module 7: Creative

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote children's creativity. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Creativity
a. ___	They have their own ideas and want to carry them out by themselves.	(1)	Provide for these differences in the daily program. One child can finish painting while others move to story time. Accept children's approaches to and use of materials, music, and language.
b. ___	They want to make choices and like to feel important.	(2)	Provide emotional support such as a smile or a hug to communicate "I like you." Tell children when you like their ideas. Independence, which is necessary for creative thinking, grows from feeling secure.
c. ___	They enjoy dramatic play and have active imaginations.	(3)	Build on children's eagerness to know. Provide a variety of objects for them to explore and examine.
d. ___	They are curious and ask many "why" questions.	(4)	Provide a wide variety of choices and opportunities for success. Avoid competitive activities with winners and losers. Give children plenty of positive feedback. Display their creative work.
e. ___	They have a strong sense of wonder.	(5)	Be patient about children's "messes." Allow plenty of time and chances to try things again. Toying with objects and ideas is part of the creative process.
f. ___	They learn from concrete experiences. Although they can understand explanations, they need real things to work with.	(6)	Give children plenty of first-hand experiences, providing words as you go along. Let them try things over and over. Help children make connections between what they are doing and what they already know. Imagination builds on these connections.
g. ___	They are beginners at doing things and may make mistakes.	(7)	Learn about these stages so you will know what to expect, what media to choose, and how to guide individual children. Provide several choices of art materials daily. Keep records of children's progress and developmental stages.
h. ___	They want to be independent, but they are sometimes still very dependent on adults.	(8)	Provide a wide variety of props and plenty of time and space. Be sure that play and pretend opportunities are open-ended. Allow children to make up their own rules ("You be the mother and I'll be the little kitten").
i. ___	They pass through different developmental stages in their use of art media and materials.	(9)	Give children raw materials with which to express their ideas—paints, crayons, sand, water, clay, blocks, and dramatic play props. Give positive feedback for their original ideas. Ask questions to help them elaborate on their ideas and extend their thinking.
j. ___	They have a wide variety of interests and skills.	(10)	Provide many opportunities for seeing, touching, handling, tasting, and smelling. Take time when children want to stop, look, and listen, and teach them to do this. Awareness and sensitivity go hand in hand with creativity.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Which of the following questions are open-ended?

   a. ___ What might happen if the blocks fell over?

   b. ___ What color is the book?

   c. ___ Where did we go on our walk?

   d. ___ What do you think he is dreaming about?

3. Which of the following developmental stages of children's art occurs later than all the other ones listed?

   a. ___ Early scribbles—children make random marks in many directions.

   b. ___ Pictorial drawings—children draw several recognizable objects.

   c. ___ Basic shapes—children draw circles, ovals, crosses, rectangle, and squares.

   d. ___ Drawings of humans—children draw circles as heads, then add lines for arms and legs.

4. Some of the children in Ms. Williams' room are collecting items such as blocks, bean bags, plastic snapping blocks, and so on from around the room and carrying them to the water play table. When she asks them what they are doing, the children say that they want to see if these things will sink to the bottom. How can Ms. Williams respond?

   a. ___ "Those things can't go in water. I'll tell you which ones will sink."

   b. ___ "Some of these things will be damaged if they go in water. I'll help you collect some things you can experiment with that won't get damaged."

   c. ___ "What are you doing? Put those things back where they belong."

   d. ___ "You have lots of water toys. Use them for your experiment."

5. Music and movement experiences help children develop in many areas. Match the skills and attitudes below with the appropriate music or movement experience.

a. ___	Motor skills	(1)	Playing "The Farmer in the Dell."
b. ___	Listening skills	(2)	Imitating the different ways that animals walk.
c. ___	Social skills	(3)	Taping the singing of the whole class or individual children.
d. ___	Self-esteem	(4)	Playing a guessing game—children close their eyes while listening to the sounds that different "mystery" instruments make.

6. The relationship between the child and the _____ sets the stage for _____.

7. Children must be shown how to be creative.

   ___ True ___ False

8. Children are more interested in the _____ of creating than in the _____.

9. List five materials that a child could find outdoors and bring into the classroom to use as art materials.

   _____

   _____

   _____

   _____

   _____

10. Write one basic safety rule for sand and water play.

    _____

    _____

11. List two activities you do to support and enrich your own creativity.

    _____

    _____

    _____

Appendix N:

Competency Assessment on Creativity

Competency Assessment
Module 7: Creative

1. Review the information in this module on providing music and movement, art, or sand and water experiences for preschool children. Select an activity from one of these categories to plan and implement in your room. Your trainer will observe you.

2. Use the space below to write your plan for a creative experience.

   Description of creative activity:

   _____

   _____

   _____

   What materials are needed?

   _____

   _____

   _____

   _____

   How many children can be involved at one time? _____

   Why did you select this experience?

   _____

   _____

   _____

   Plan a time for your trainer to observe you implementing the activity.

3. Describe below what the children did and said and how you promoted their creativity.

   _____

   _____

   _____

4. Discuss your performance of this competency assessment with your trainer.

Appendix O:

Learning Center Handouts

DRAMATIC PLAY CENTER

BECAUSE THE CHILD'S FAMILY AND HOME ARE THE BIGGEST PART OF HIS WORLD. HE SPENDS MUCH OF HIS TIME IMITATING THE THINGS HE SEES THERE. HE TRIES ON THE LIFE OF THE PEOPLE HE KNOWS.... THEIR WORK, THEIR FEELINGS, THEIR WORDS. THROUGH THIS ACTING OUT - THIS DRAMATIC PLAY - THE CHILD IS ABLE TO BRING TOGETHER THE THINGS HE IS LEARNING AND FEELING ABOUT HIS WORLD AND HIMSELF. DRAMATIC PLAY HELPS HIM TO COME TO A BETTER UNDERSTANDING OF OTHERS AND A CLEARER VIEW OF WHAT HE CAN DO AND WHERE HE FITS IN.

LISTENING CENTER

THE CHILD USES HIS/HER BODY AND LEARNS TO EXPRESS HIM/HERSELF THROUGH MUSIC. HE/SHE LEARNS TO HEAR DIFFERENCES IN SOUNDS. HE/SHE LISTENS CAREFULLY TO WORDS, SOUNDS, RHYTHMS, MUSIC,ETC. HE/SHE ADDS NEW WORDS TO HIS/HER SPEECH. HE/SHE SHARES IN FUN WITH HIS/HER FRIENDS AND THE STAFF.

BOOK CENTER

THE CHILD LEARNS THE VALUE OF READING THROUGH MANY HAPPY EXPERIENCES WITH PEOPLE AND BOOKS. HE/SHE FINDS THAT BOOKS GIVE HIM/HER PLEASURE AND INFORMATION. HIS/HER LANGUAGE GROWS. HE/SHE BEGINS TO TELL STORIES HIM/HERSELF-SOMETIMES USING THE FLANNEL BOARD OR PUPPETS. HE/SHE LEARNS THAT PICTURES HAVE MEANING AND THAT HE/SHE IS ABLE TO USE PICTURES TO HELP TELL A STORY. IN THESE WAYS, THE CHILD IS GETTING READY TO READ FOR HIM/HERSELF.

BLOCK CENTER

BLOCK BUILDING GIVES THE CHILD A CHANCE TO THINK, TO PLAN AND TO SOLVE PROBLEMS, WHILE SHE MOVES FREELY AND WORKS WITH HER HANDS. BUILDING WITH BLOCKS HELPS THE CHILD TO UNDERSTAND MORE ABOUT SIZES AND SHAPES. IT HELPS HER TO LEARN WHAT NUMBERS REALLY STAND FOR. SHE WORKS, SHARES, AND TALKS WITH OTHER CHILDREN AS SHE PLAYS. HER LANGUAGE GROWS ALONG WITH HER UNDERSTANDING OF PEOPLE.

ART CENTER

THROUGH PAINTS, CRAYONS, PAPER AND PASTE, THE CHILD IS ABLE TO EXPRESS HIS/HER FEELINGS AND HIS/HER IDEAS. HE/SHE LEARNS THAT EACH OF US HAVE DIFFERENT IDEAS AND DIFFERENT WAYS OF WORKING AND EXPRESSING THOSE IDEAS. HE/SHE THINKS WELL OF HIM/HERSELF BECAUSE HIS/HER WAY OF THINKING IS ACCEPTED AND APPRECIATED BY OTHERS.

MANIPULATIVES CENTER

TABLE ACTIVITIES ALLOW THE CHILD TO TEST HIS/HERSELF AT PROBLEM SOLVING. MATCHING GAMES LET HIM/HER USE HIS/HER GROWING ABILITY TO SEE THAT CERTAIN THINGS GO TOGETHER. PUZZLES AND PEG BOARDS, BEADS, ETC. GIVE THE CHILD PRACTICE IN COORDINATING HAND AND EYE MOVEMENTS. NUMBER GAMES HELP THE CHILD LEARN WHAT NUMBERS REALLY STAND FOR BY GIVING HIM/HER OBJECTS TO COUNT AND HANDLE.

Appendix P:

Learning Environment Assessment

Knowledge Assessment
Module 3: Learning Environment

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers can use this information to create a learning environment. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Create a Learning Environment
a. ___	They need to exercise their large muscles in activities such as running, jumping, climbing, and riding tricycles.	(1)	Decide on jobs children can do and make a job chart. Have cards with children's names on them to show who has each job (for example, feeding pets, watering plants, setting tables, passing out snacks).
b. ___	They develop small muscle control to hold or use pencils, cut with scissors, and fit together toys with small pieces.	(2)	Set out toys with small pieces (for example, pegs and pegboards, laces and beads, Legos). Give children daily chances to use play dough, clay, and other art materials to develop small muscle control.
c. ___	They are learning to share and wait for a turn.	(3)	Provide duplicates of some popular toys and materials. Show children how long they have to wait—using a clock or a timer or writing their names on a list to help them learn to share.
d. ___	They become very social and like to play with one or two others. They can play cooperatively. Often they have "best friends."	(4)	Carefully organize materials. Put things together (for example, put crayons and markers near drawing paper). Make picture labels and put on shelves to show where items belong, to help children see that everything has a place.
e. ___	They sometimes need to get away from the group and be by themselves.	(5)	Set aside an indoor area for large play equipment. Plan some activities that use large muscles (for example, pounding clay or dough, woodworking). Make sure the outdoor area is safe for running and climbing.
f. ___	They like to help out and have responsibilities.	(6)	Set up areas where children can be alone—a large stuffed chair, a loft, or a big cardboard box to hide in, and a listening area with headphones. Give them opportunities to be alone.
g. ___	They understand that everything has a place, and they learn where things go.	(7)	Plan lots of small group activities. Define small areas for activities where several children can work together. Put out props for dramatic play and encourage children to play together.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. The learning environment is:

   a. ___ the indoor and outdoor space in which you care for young children.

   b. ___ the furniture and materials in the space.

   c. ___ the children and adults who work and play in the space.

   d. ___ the schedule and routines you follow.

   e. ___ all of the above.

3. Factors that affect the quality of the indoor environment include:

   a. ___ room size, colors, furnishings, and equipment.

   b. ___ type of flooring, number of windows, and amount of light.

   c. ___ variety and display of materials.

   d. ___ the people in the room.

   e. ___ all of the above.

4. If your learning environment is attractive and well-organized:

   a. ___ you may enjoy working more and your job may be easier.

   b. ___ the children will be afraid to touch anything.

   c. ___ you will have to spend many after-work hours putting things away.

   d. ___ too much learning time will be spent on arranging things and less time will be spent on developmentally appropriate activities.

5. The outdoor play yard:

   a. ___ is for large muscle development only.

   b. ___ can be divided into interest areas for different types of activities.

   c. ___ is a place where children take a break from the room; teachers don't need to plan for learning here.

   d. ___ should be used only during warm-weather months.

6. A good schedule for children includes the following:

   a. ___ outdoor as well as indoor time.

   b. ___ time for clean-up.

   c. ___ opportunities for children to be alone.

   d. ___ time for moving from one activity to the next.

   e. ___ all of the above.

7. Table toys help children learn:

   a. ___ small muscle control, which is important for writing.

   b. ___ likeness and differences, which is important for reading.

   c. ___ problem-solving skills, which are important for all subject areas.

   d. ___ all of the above.

8. A good rule to follow in making the room well-organized and attractive to children is:

   a. ___ a place for everything and everything in its place (after it is used).

   b. ___ a toy box in every corner; a toy in every box.

   c. ___ out of sight, out of mind.

   d. ___ only put out a few things each day.

9. A variety of blocks in the block area helps children to:

   a. ___ let off steam.

   b. ___ learn to be architects and city planners when they are older.

   c. ___ relax from more strenuous learning activities.

   d. ___ learn sizes, shapes, and math concepts.

10. To help children express their ideas and feelings, the art area should include:

    a. ___ lots of crayons and coloring books with people that children recognize.

    b. ___ paper and materials such as paints and brushes, markers, and collage items that encourage creativity.

    c. ___ small pencils and lined paper so children can practice writing.

    d. ___ tables and chairs for six to eight children so that they can watch as the teacher shows how to make the art projects.

11. Match the following messages in the environment with the appropriate description of the room.

a. ___	"You belong here, and we like you."	(1)	There are protected and defined quiet areas for small group activities (e.g., a table with three or four chairs enclosed by low shelves containing table toys).
b. ___	"This is a place you can trust."	(2)	A job chart shows how each child helps keep the room neat.
c. ___	"You can do many things on your own and be independent."	(3)	There are pictures to illustrate the schedule so children can read it.
d. ___	"This is a safe place to explore and try out your ideas."	(4)	There is a labeled place for each child's toothbrush.

Appendix Q:

Competency Assessment on Learning Environment

Competency Assessment
Module 3: Learning Environment

1. Draw a picture of your room. Label the key areas and major pieces of furniture and equipment.

2. Review your drawing and list what makes this a good environment for children.

_____

_____

_____

3. How does your room convey the following messages? List two examples in each category.

"This is a cheerful and happy place."

a. _____

b. _____

"You belong here, and we like you."

a. _____

b. _____

"This is a place you can trust."

a. _____

b. _____

"You can do many things on your own and be independent."

a. _____

b. _____

"You can get away and be by yourself when you need to."

a. _____

b. _____

"This is a safe place to explore and try out your ideas."

a. _____

b. _____

4. Ask your trainer to observe you during a half-hour period as you help children play in the interest areas in your room.

5. Discuss your performance of this competency assessment with your trainer.